

PERSONAL COLUMN

The case of the Dewsbury twenty-six has been burdened with a great deal of editorial comment which seems determined to see it as something other than what it is.

There is, for instance, an assumption that local education authorities are directing children to this school or that in order to get a particular racial mix: based on this assumption, editors of the enlightened quality press agonize over whether or not this is right. It is in fact illegal, and it isn't happening. After an ill-starred experiment in bussing in Haringey in the 1960s, introduced by a Conservative administration and deeply unpopular with the local black population, such practices have been ruled out under race relations legislation.

It is the case - and a happy circumstance, most people would think - that a great many urban neighbourhoods in Britain are, unlike the situation in America, naturally racially mixed. This mix is reflected in the local schools. But where this is not the case (Southall, Spitalfields, and indeed parts of Kirklees) education authorities of whatever political colour do not promote contrived integration.

There is no evidence (pace Ray Honeyford) that English children's educational chances are damaged by attendance at a 90 per cent Asian school. On the contrary, recent figures on examination results from inner London indicate that Asians, as a group, are performing rather better than the English. But that is not, in fact, the point. The point is that nobody is forcing the Dewsbury parents into this particular school; nobody legally can. The Kirklees education authority has, as it is obliged by law to do, offered them a number of alternatives.

But although this is the reality, some newspaper comment seems determined to make the public believe that, until Kenneth Baker gives it to them in the new Education Bill, parents will have no right of choice at all; and after the Bill is passed that right will be absolute. Both statements are of course nonsense. Parents can already choose any school that has a place available, (unless it is a selective school and their children are not clever enough - this is probably even now the main reason parents fail to get their first choice); and even after the Bill becomes an



ANNE SOFER

Number games

'Nobody is forcing the Dewsbury parents into this particular school; nobody legally can'

Act a place will not be available at a school that is already full.

As any good Marxist knows, however, control of the definition of words is a powerful political weapon. And it is a change of control of the definition of the word "full" that is the seminal proposal of the Education Bill.

An earlier Conservative Act gave this control to local education authorities. The new Act will give it to the Secretary of State. The i.e.s., it is alleged, have used it for the purpose of propping up unpopular schools. The risk is that the Secretary of State will use it to inhibit progress even in the popular ones.

Let me explain by recalling the history of the primary school my own children attended - a magnificent galleon of a three-decker, built by the London School Board for the children of the railway workers housed along the Euston sidings. In the 1880s it accommodated 1,000 children, packed like sardines behind tiered desks, 60 or 70 to a class in those austere brown tiled, high-ceilinged rooms. Ninety years later, during the bulge years of the early 1970s, it seemed to be bursting at the seams with half that number. There were classes in the library and the medical room, cooking and painting and remedial groups competed for space in the corridors, obscure Victorian attics in which no grown person could stand were used for instrumental music. In some

classrooms it seemed to be almost impossible to have all the children (33 to a class, it was by then) sitting down at once, with reasonable elbow space and room to work.

In other words, the number of children a school was built for is not necessarily the number it will hold some years later. Space standards change, as the curriculum changes. Mr Baker's own proposals for a national curriculum certainly imply more space per pupil: science and technology for all up to the age of 16, for instance, cannot be delivered without more labs and workshops. It is therefore odd that the very legislation proposing these changes for the future looks back (for sentimental reasons?) to 1979 as the year of correct capacity.

But the history of our local school illustrates another problem. The governors at one stage suddenly realized that an influx of families with young children to a new housing association estate immediately across the road had not due to a failure of communication between the borough and the i.e.s., been provided for. Once the mistake was discovered, admission of children from a distance was stopped in order to make room for local children. There was, of course, some aggro. But I am sure there would have been even more if mothers on the doorstep had been forced to push their prams two miles across the borough to the nearest alternative. A similar situation appears to have arisen in the Dewsbury case.

Only the future will reveal whether the local authority is being far-sighted or over-cautious in keeping space for the local five-year-olds they expect to materialize over the next 18 months. The new Education Act would relieve them of the responsibility of even thinking about it.

I do not, Mr Baker may be surprised to know, oppose the principle behind his proposals for "open enrolment". I am sure we have to be constantly seeking new ways of giving more parents the chance to choose what they want for their children. Perhaps "planned admission limits" have been used too arbitrarily in some cases in the past. But he cannot, surely, want legislation that prevents any forward planning, or any future improvement?

NEXT WEEK

Management failure

A London Business School lecturer analyses Baker's redesign of the education service, and concludes that he is creating a classic Machine Bureaucracy

National Curriculum

The debate continues with contributions from Donald Naismith, Michael Duffy, Bob Moon, John Mann, Denis Lawton, Martin Rogers, Dennis O'Keeffe, Peter Cornall and Maurice Holt

Time's up

TES staff report on the final stages of Mr Baker's consultation period on local financial control and open enrolment

Desktop video

Barry Fox reports on the latest exhibits at the Berlin Radio Show

Computers for the terrified

Diane Holkins visits the ORT Resource Centre for advice and courses in computing

Extra

Special Needs

THE TIMES

Educational Supplement

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Dewsbury landlord considers giving up

The couple leading the Dewsbury school protest are considering abandoning their campaign. Mr Eric Haley, landlord of the Thurnhill Lees Hotel in Dewsbury, West Yorkshire, and his common-law wife, Mrs Pam Briggs, may now send Mrs Briggs's daughter, Rebecca, aged seven, to a private school.

The couple said this week they had had enough of the dispute, which has attracted massive media interest and brought allegations of racism on the 25 parents who are refusing to send their children to Headfield middle school, where 85 per cent of the pupils are of Asian origin.

"We're fed up with all this. If it weren't for the fact that I would be letting them down, and letting the country down, I would pack up," said Mr Haley.

Attempts to find a solution to the dispute appeared to have failed this week. The parents want the children to be able to attend Overhorpe School, where the pupils are predominantly white.

Full story, page 56.



Education on tap: Dewsbury children get down to work in unfamiliar surroundings at Eric Haley's pub

Baker quiets Tory fears of mass opt-out

by Ian Nash and Richard Garner

Conservative councillors left a meeting this week with Mr Kenneth Baker, the Education Secretary, reassured that there would be no wholesale "opting out" of schools from local authority control - despite an earlier assertion to the contrary by the Prime Minister. Mrs Thatcher had said that opting out was potentially "as big as the one million transfer from the public sector into housing into owner-occupation" and that she expected most schools would want to leave i.e.s. control.

But Mr Paul White, leader of the Conservative group on the Association of County Councils, which met Mr Baker on Tuesday evening, said the Education Secretary had insisted that few schools would opt out.

Mr Baker also made it clear that the opt-out legislation would prove no "let out" for schools facing closure under local authority reorganization proposals.

Mr White said: "We were very concerned at the Prime Minister's astonishing statement but are much happier having spoken to Mr Baker."

A further assurance was given that

plans to devolve financial control to schools would not be hurried. "We were told we will have a year to think up schemes and five years to implement them," he said.

Meanwhile, Mr Jack Straw, Labour's education spokesman, sought to drive a wedge between Mr Baker and the Prime Minister.

"Right from the start, Mr Baker has said one thing and Mrs Thatcher another," he commented. Mr Baker was in a trap laid for him by Number

10, said Mr Straw.

Mrs Thatcher's view on the effects of the opt-out legislation appears to coincide with those of a group of influential educationists including Professor Richard Pring, of Exeter University's School of Education. They reckon there could be a mass exodus of schools from the local authority system because of a squeeze on i.e.s. resources.

● The Labour Party pledged this week not to use a "blunderbuss" approach, against the Education Bill.

Mr Straw said there were elements such as the national curriculum and "sensible financial delegation" that "we will not oppose in principle".

However, he attacked the Government's short consultation period. His own survey of 30 local authorities of differing political complexions, to which 29 had replied, revealed just three consulted governors and only one had spoken to parents before responding.

Baker's Bill, pages 8 and 9
News Focus, page 22

Margaret Thatcher: forcing the pace



Baker's Machine Bureaucracy

Kissing frogs in Croydon

Goodbye to all that

Open College at work

EXTRA: Special needs

53-60

NOTICEBOARD

No 322 CROSSWORD by Rufus

PEOPLE...

Mr Anthony Carter, county education officer for East Sussex, will be chairman of the trustees of the Central Bureau for Educational Visits and Exchanges.

Mr Alan Pattinson, head of Fresham Heights Independent school, has been elected to the Headteachers' Conference.

Mr Peter Stevens, the British Council's representative in South India, to be director general of the Bell Educational Trust.

CONFERENCES...

October 6
Managing the Career Break

organized by the Equal Opportunities Commission, the Engineering Council and CRAC at the Carlton Highland Hotel, Edinburgh. Speakers include: Kenneth Miller, Baroness Platt, Linda Maynard, Debbie Hunt, Robert Neal and Bill Robertson. Details from Alison Page, CRAC, Sheraton House, Castle Park, Cambridge CB3 0AX. 0223 460277.

October 8
Professional updating for women

returns a conference for employers, professional associations and professional women at the NatWest Hall, 25 Old Broad Street, London EC2.

organized by the Women's Bureau Network. Speakers include Anna Muehrer, second permanent secretary at the Cabinet Office; Lynda Carr, head of education; and A. O'Donnell, Commissioning Unit Manager.

October 13
Courses in computing

to give teachers and careers advisers insights into the openings offered in computing and associated industries. Speakers include Gordon Ewan and Pam Morton. Fee: £43.04 + VAT.

October 15-17
Television and language teaching

organized by Thames TV and Hatfield Polytechnic for teachers of

Dunmore, chair of the Careers Committee of the British Medical Women's Federation. Fees: members £25, non-members £30 organizations (including year's membership) £80. Details from Linda Greenbury, 97 Mallard Place, Twickenham, Middlesex TW1 4SW.

October 10
GCSE geography in colleges

organized by the Geographical Association PE committee and the geography section of the National Association of Teachers in Further and Higher Education at the London School of Economics.

Topics include teaching GCSE geography in one year, and there will be contributions from exam board representatives. Fee: £4.

Details from Mrs P. Jordan, Department of General Studies, South Bristol Technical College, Marlborough Road, Badminton, Bristol BS3 5UL. Closing date September 29.

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Television and language teaching

organized by Thames TV and Hatfield Polytechnic for teachers of

French and German up to A level. Speakers include Michael Buckley, Mary Law, Jackie Simon.

Presentations by writers of teachers' notes and workshop sessions. Fee: £45 (£50 residential). Details from Amy King, Hatfield Polytechnic Language Centre, School of Humanities, Hatfield Polytechnic 07072 79405.

September 16
Planning continuing education and training for the engineering profession at the University of York.

Details from Mrs Frankie Todd, co-ordinator for continuing education on 0904 610241.

From September 23
Advanced video production course at the University of London.

Goldsmiths' College. Twenty-four Wednesday evening sessions from 6pm to 9pm will offer media education teachers and other groups in the London area opportunities to develop production work, and use high quality technical facilities.

Enrollment on September 16. Details from the Department of Continuing and Community Education, Goldsmiths' College, Lewisham Way, New Cross, London SE14 6NW. 01-692 7171.

Residential short courses
A directory of study and leisure courses for winter 1987/88 is available from the National Institute of Adult Continuing Education, 196 De Montfort Street, Leicester LE1 7GE. Price £1.05 including postage.

Speech therapy
A survey of speech therapy services for children with particular reference to special education: a report prepared for Voluntary Organizations Communication and Language by Diana Cox price £2 from VOCAL, 336 Brixton Road, London SW9 7JA.

Information
A memorial service for Mr Terry Burdett, HMI who died on August 15, is planned for September 19. Details from the Pudsey DES office.

Events
November 4 and 11
Two public lectures by Professor Robert Wood, visiting professor at the University of London Institute of Education on Assessment in school: time to scrape off the varnish (November 4); and Assessment and equal opportunities (November 11) both at 5pm in room 642, 20 Bedford Way, London WC1H 9AL. Professor Wood is author of *Measurement and Assessment in Education and Psychology* (Falmer Press, 1987).

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A school-owning democracy?

Mr Kenneth Baker must be used to Mrs Thatcher's flashes of candour by now. He has been careful to play down the immediate impact of opting out. Sources close to the Secretary of State (as the saying goes) have encouraged the belief that few schools would actually embark on the journey to grant maintained status—a handful, perhaps, in loony-left territory fed up with political interference: perhaps some grammar schools, and the odd comprehensive with an ambitious chairman of governors. Now Mrs Thatcher has put Mr Baker's friends right (page 8). She looks forward to a large-scale exodus. "I think most schools will opt out," is how Peter Jenkins quotes her in *The Independent* interview. This may be intended as something less than a considered prime ministerial forecast, but it shows the importance which she sets on this alongside other corner-stones of the Thatcherite new order like selling off council houses.

There is, however, less contradiction between Mrs Thatcher's grand design and Mr Baker's softly, softly approach than may at first sight appear. By the time the parliamentary process has run its course and all the necessary Orders have been made, it will be the end of this decade before important sections of the Act are in force. It is a safe bet that four or five years from now there will be few schools which have navigated their way from the cross currents of the state system to the calmer waters of grant maintained status. It could even be that before the first of them takes the plunge, Mrs Thatcher will again have had to face the electorate. The churches, who would stand to gain financially if their schools chose grant maintained status, are inclined to take a long view. They would be chary of grant maintenance if they thought that those schools which opted out might be penalized if there were a change of government. They, and others, may well want to see which way the

cat jumps in 1991 or whenever the Conservatives have to renew their electoral mandate.

Opting out and local financial management were much discussed topics last week-end at the conference of the British Educational Management and Administration Society at Southampton (page 8). Professor Richard Pring forecast a fairly rapid build up till grant maintained schools numbered 20 per cent of secondary schools. Peter Snape, the general secretary of the Secondary Heads Association, went along with this, mentioning that he had already begun to get a trickle of phone calls from heads who were considering their future.

Opting out may be particularly attractive in areas where local authority spending on administration and support services is high. In such areas, the L.E.A. will have to hold back from the formula-funding which maintained schools receive under financial devolution, the slice of the budget going on central services. Grant maintained schools, on the other hand, will receive their share of these central costs added to their per capita payments and be able to apply it directly to teaching. This will be tempting for schools in relatively stable circumstances. Many would relish the opportunity to shop around for in-service courses and professional advice, rather than having to rely on an L.E.A.'s "take-it-or-leave-it" service.

A great deal will depend on the degree of "positive discrimination" which authorities build into their LFM formula. Professor Pring and some of the local elected representatives seem to share the pessimistic view that the combined effect of the new measures will be to cut the resources of inner city schools, which cannot raise funds from parents, and favour the well-to-do schools which can. There must be a fear that Coopers and Lybrand, the management consultants who are working on a model formula, will be

more at home with the technical task of model-building, than with the social and political values which the model should incorporate. In any case, the amount of elbow room which the local authorities will enjoy will be severely limited if, as Ministers go on insisting, rate-capping continues in another form even when the iniquitous poll tax is fully in place.

Mrs Thatcher's clear ideal is of every school as a private school, subject to the twin controls of the national curriculum and parental pressures. She concedes a residual existence for a small local authority maintained sector as schools of last resort for parents whom she sees as too psychologically dependent to take control of their own schools.

It is important to recognize the major shifts in attitudes and values which Mrs Thatcher wants to signal by these changes—changes which are not about minor improvements in the school system but celebrating the obsequies of the Welfare State. If this is what all this is about, it cannot stop here. There will have to be more educational initiatives for the inner city—the most likely victim of these reforms—to complement the city technology colleges with more solid, less gimmicky endeavour. Perhaps Mr Baker's visit to the United States to look at magnet schools will form the basis of some new gambit with Lord Young and Mr Kenneth Clarke.

Special needs will require equally special attention if opting out does become as popular as Mrs Thatcher hopes. If integration is to be a serious policy for the schools as a whole, and not just for the ramp which Mrs Thatcher expects to remain with the local authorities, some big incentives will have to be built into the grant maintained formula to make sure it pays GM schools to take their share of pupils needing special help. But why not? An incentive-led system is in the making: it is up to its designers to get the incentives right.

COMMENT

London break-up

There are few surprises in Mr Baker's discussion document (which describes what London boroughs will have to do if they want to "opt out" of the Inner London Education Authority).

The document has been delayed because Ministers in the Department of Education and Science and the Department of Environment could not at first agree on the date when these arrangements should come into force. Now it is revealed that "vesting day" will be 1 April 1990, which is when the four-year process of phasing in the poll tax begins. It also will give the London boroughs which decided to withdraw from the ILEA a chance to make the change before the next borough elections, due in May 1990.

Not only will the borough councillors make their decision by a simple majority before submitting themselves for re-election, but they are also not required to consult parents about the matter. This is an extraordinary omission on the part of a Government which has put parents at the centre of its educational rhetoric. (At least the ILEA members were elected on an explicitly educational ticket). A number of parents used last term's annual meetings to put in a demand for proper consultation but this has only received perfunctory acknowledgement so far. Westminster and Wandsworth, both have narrow Conservative majorities at present and would no doubt be reluctant to put the issue of secession to the test at the local elections. It would be ironic if they lost control within six weeks of setting up a business.

A look at the time-table shows what a sprint this decision to pre-empt the democratic process entails. The discussion paper lists the information which the seceding authorities will have to



gather and the plans they will have to set out in their applications by 28 February 1989 at the latest, that is, within a few months of the Bill becoming an Act. As this information will only be forthcoming with the co-operation of the ILEA (which the Act will require but cannot enforce until it receives the Royal Assent) there is going to be an almighty rush in the autumn of 1988. It must be doubtful if people will get the answers right if they have to do the work in such a self-imposed hurry.

Objectors will then get one month in which to study the proposals and make their submissions—another ludicrously brief period for reflection—and the DES must decide in time for Parliament to make the necessary Orders so that the putative new education authorities can set up shadow organizations by September 1989. All this while they are also trying to install a system for collecting poll tax alongside their existing rates operation. Now would be an excellent time for senior officials in Westminster, Kensington and Chelsea, and Wandsworth to look into their own backyards and see how they are feeling preternaturally robust.

The discussion paper is slipshod in the way in which, in the preamble, it refers to "hearing criticism of London's educational performance" implying that this is accepted without actually putting Mr Baker's own judgement on

the line. And loose drafting refers throughout to the seceding authorities as "inheriting" the institutions and property formerly belonging to the ILEA.

Perhaps this sounds better than "take over" or "expropriate" but there is no reason why these forced transfers should be allowed to masquerade as the bequest of the old London County Council or its legitimate offspring, the ILEA.

Managed mediocrity

In the Platform article on page 4 Norman Flynn, a lecturer at the London Business School, applies a management student's critical eye to Mr Baker's educational reforms. In particular he points out the inappropriate mixture of centralism and decentralism which is guiding the Government's policy, and the choice of a management-structure which disregards everything known from experience about the most effective way to get the best out of a large professional staff.

It is important that the Government's education plans should be submitted to this kind of analysis, and that the critical judgement of experts who can assess them in the light of what is

known about the successful leadership of large and complex organizations. Inevitably most of the discussion so far has come from people inside the education system (narrowly defined), and it has concentrated on the changes as they affect particular sections of the educational enterprise. Managers in industry, on the other hand, have tended to accept the Government's proposals uncritically and endorse them (if they think about them at all) as measures to raise efficiency which, human nature being what it is, the functionaries of the present system are bound to resent.

What Mr Flynn has done is to ask the same questions about Mr Baker's management blueprint as he might ask about any other proposal to reorganize a large enterprise. Of course Mr Baker is a politician not a manager. His civil servants have had no experience of the kind of issues which Mr Flynn is raising. But what is at issue in these matters of structure and style are the conditions precedent to high quality professional work. If Mr Baker mucks the orange it will be the quality of education which suffers.

It is not just vested interests that lead to the conclusion that it is the teachers—their expertise, their enthusiasm, their creativity, their morale and commitment—who make the difference between mediocrity and something better. This is something Mr Baker still hasn't got to grips with.

no comment

"Assistant Caretaker. Based on Cambridge School of Mines, to undertake various security or cleaning duties and deputise for the headteacher. A current driving licence is essential as the post-holder will be required to share in the driving of the school van."

From Cornwall County Council Education Department internal vacancies list.

Second opinion The special need for human rights

The 1981 Education Act, following the recommendations of the Warnock Report, abolished the categories of handicap. Children who had previously been described as belonging to any of these categories were described instead as having special educational needs. Thus was the term, whence the original intentions of the Report firmly associated in the popular imagination with the notion of handicap.

And so it has remained, in print and in countless writings on the subject, as a hidden, or not so hidden, assumption: that children with special needs have learning difficulties which arise from defects in them. So we have a situation in which large numbers of children, in spite of the fact that handicapped people have never constituted more than a tiny percentage of society, are regarded as having special needs which are then attributed to learning difficulties and by implication, to handicap. It is a telling indication of the colossal prejudice there is against any form of handicap that this remains a highly stigmatizing, fearful association.

But even if it were not, one emphasizing the association of special needs with learning difficulties would be misleading as it encourages a child-centred stance which locates the problem in the child rather than in the surrounding attitudes and environment. And what a relief that is—no need to face the fact that racism, sexism or classism have anything to do with it. No need to consider how appalling housing and health conditions can do to a child's opportunities, or to wonder whether the needs of the more able might have any connection with ageism.

Up and down the country there are teachers working to promote equal opportunities, even whole schools.

Extra: Special Needs £3-40

who recognize this. They know that child-centred awareness of individual needs and rights has to be balanced by a teacher-centred awareness of justice and unfair discrimination in the structures of school and society. Whole-school approaches to meet the special needs of children are therefore essentially about rights and justice. It is a question of being able to employ what these rights are and finding a language with which to do it.

The Warnock Report itself was based on the realization that to a degree to which people are handicapped by physical or mental disability and the ease or difficulty with which they can be integrated into the community depends to a large extent on community attitudes and prejudices. The relative nature of handicap has been increasingly appreciated because disabled people themselves and others who have fought with them for their rights, have responded more in the research and research needed to assert those rights.

Detaching the concept of special needs from its origins in handicap and rooting it instead in human rights allows us to accept the reality that children are frequently the victims of a combination of different kinds of prejudice and discrimination. Black working class girls have special needs but none of them will be met by a difference-blind approach rooted in learning difficulties.

What schools and teachers need to order to help them do this job is a general commitment on the part of society to protect children's rights. We, all of us, can do it: will we?

Caroline Roof

Caroline Roof is co-ordinator for special needs at Peet School, Oxford.

Staff pass vote of no confidence in governors

by James Melkie

Government officials are studying reports on the deepening split between teachers and governors at Villiers High School, Ealing, where the head has already resigned.

Mr Lawrie Baker, 57, decided to seek early retirement following a vote of no confidence by his governors last June. They had fallen out over the choice made by a staff appointments panel.

The governors have refused to rescind the vote and an internal inquiry, conducted by three Labour councillors and one Conservative, failed to criticize their behaviour. Mr Baker had made two serious "errors of judgement", said the inquiry panel, although it recognized his years of successful service and deemed further action against him "inappropriate."

This week, however, the school's teachers have passed by 56-9 their own vote of no confidence in the governors. And pressure is mounting for a formal inquiry by the Department of Education and Science. Officials have been in touch with the school, famed for its multicultural work, and Ealing has promised to co-operate with an investigation, having already sent a copy of its own inquiry chaired by Labour education chairman Mr Hilary Benn.

Mr Baker, who is staying on at the 1,140-pupil school until December, felt the best candidate, a woman, had not been given a head-of-year job when seven teachers were interviewed in May—and he said so in a memorandum to the council's women's unit.

He also asked, after the interviews, whether a Muslim man should be appointed to a pastoral post at a predominantly Sikh school.

The memorandum caused resentment among some governors and after two meetings, one in public, in June the no confidence decision was taken.

Mr Baker, without going into detail on the interviewing process, said this week: "It was in my view improperly conducted and resulted in unfairness."

The governors had pilloried him in public, he said. Heads were not sole arbiters in school, he added, but "if we got to a situation where the governors felt we were irrelevant, there would be tremendous implications for education."

Mr Baker's union, the National Association of Head Teachers, has negotiated an addition to his pension and lump sum entitlement for quitting early. Meanwhile, he will devote himself to educational research.



Royal approval: Prince Charles gave his blessing to a unique schools and industry venture this week when he launched the London Compact which will guarantee 300 jobs to school-leavers, in return for better educational achievements. The Compact between 18 employers and the Inner London Education Authority is seen as a milestone in school-industry links.

Mr Kenneth Baker, the Education Secretary, called it an "exciting development" which "could prove to be the shape of things to come".

PAT regards independent pay body as best solution

The Professional Association of Teachers has become the first teachers' organization to favour an independent review body as the long-term answer to determining pay and conditions.

The union's 40-member policy-making council does not want a return to direct negotiations. Mr Peter Dawson, its general secretary, said this week such a forum would be a "yawning trap" in which teachers and employers ended up once more "banging a table".

The unanimous council decision was reached in Derby last weekend and follows a vote at the annual conference in July for the reinstatement of negotiating rights, and a call for Mr Kenneth Baker "to act decisively in this area without delay."

Mr Baker has named the advisory body to consider pay and conditions until permanent machinery is agreed. A consultation paper outlining alternatives is expected soon.

Mr Dawson said: "What makes it easy for militants to wind up the profession is the appearance that nothing is being done on this issue." He suggested that a genuinely independent review body could detail priorities and exert a moral pressure on the Government that the former Burnham pay bargaining body failed to generate.

The non-striking union is asking its members to help draw up a professional code of ethics as part of its longer-term campaign for a general teaching council.

Brent school faces damning HMI report

by Bert Lodge

A critical report from Her Majesty's Inspectors on Sladebrook School in Brent is soon to be published. Mr Michael Stoten, the London borough's director of education, confirmed this week.

It is said to be sternly critical of examination results, the quality of teaching, insubordinate teachers and governors. Discipline, however, is not a great problem, he said.

On Monday Mr Stoten warned teachers and governors that educational reform was necessary and he would not tolerate its obstruction by anybody. Inspectors found that only one

in 80 fifth-formers gained five higher grade O levels, parents boycotted the school, successive heads had resigned because of pressure from teachers and most pupils were below average ability for reading and maths.

Mr Stoten said there was clear evidence that some members of staff had put pressure on heads by constant complaints and a refusal to accept instructions. "Certain sections of the governing body have not adopted a proper stance and have supported those staff who are at the heart of the school's problems." In the past 10 years the school has had six heads, he said.

Church replaces dissenting governors

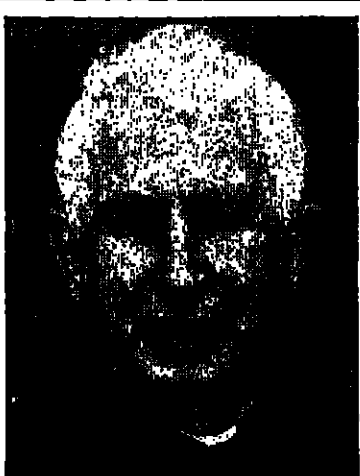
The Roman Catholic diocese of Westminster has replaced two governors of Cardinal Vaughan School who have been fighting to retain its sixth form.

The deposed governors had consistently opposed a diocesan plan for a sixth-form college which would cater for pupils from eight RC schools in West London.

It now seems certain that the plan will be approved at a meeting of the Cardinal Vaughan governors on Wednesday.

Mr Patrick Topp, schools education officer of the diocese, said this week it was a sad necessity to have to reconstitute the list of 12 governors nominated by the Church. But it was only through these governors that the trustees, whose chairman is Cardinal Hume, Archbishop of Westminster, could ensure their policies were carried out.

Cardinal Hume "has strongly" cleared his commitment to the proposed



Cardinal Hume: supports the reorganization scheme

reorganization which still has to be approved by the Education Secretary.

Parents of Cardinal Vaughan's 600 pupils have opposed the scheme since it was announced, pointing out that the school regularly comes out top of the Inner London Education Authority examination results league table.

One of the deposed governors, Mr David Mars, who has two sons at the school, said he would continue to be active on the parents' action committee. "We have a meeting next week and I am sure we will give Mr Baker's enthusiasm the parental challenge."

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PLATFORM

A classic Machine Bureaucracy

Norman Flynn gives a Business School verdict on Kenneth Baker's plans to shake up the management of the education service



The Secretary of State is completely redesigning the management system for school education. The consultation papers *Grant Maintained Schools (GMS)*, *Financial Delegation to Schools (FDS)* and *The National Curriculum 5-16* (NC) represent fundamental changes in the responsibilities and rights of parents, teachers, headteachers, governors, local education authorities and the Department of Education and Science. While responses to these proposals will doubtless concentrate on matters of detail and of professional concern, it is also worth asking whether the reforms will produce the results the Secretary of State desires and whether they are consistent.

The DES wants to "increase the autonomy of schools and their responsiveness to parental wishes" through proposals which will "add a new and powerful dimension to the ability of parents to exercise choice within the publicly provided sector of education" which will result in "greater diversity of provision" (GMS paras 1 and 2). To produce these results, the Secretary of State seeks to make schools autonomous, at least from the local authority. Governors would be responsible for running the schools, which would be financed by a grant calculated according to a formula for expenditure per head.

In other words, delegated financial responsibility will allow schools to be free to develop according to "the needs of their children and in accordance with their wishes". Similarly, the FDS proposals are designed to "give the governors... freedom to take expenditure decisions which match their own priorities" (FDS 1(a.3)) through devolved budgeting whereby "responsibility for the allocated budget would be delegated to the governors" (FDS 5(c)).

However, the NC proposals raise questions about what this new responsibility can be used for. Nationally prescribed curricula and "programmes of study" which will account for 80 to 90 per cent of the timetable, with nationally determined testing, will leave room for "responsiveness" over a limited field.

Someone at the DES must have



Food for thought: teachers could become mere operators on Mr Baker's education production line

been reading *In Search of Excellence*, again, and arrived at the chapter on "Simultaneous Loose-Tight Properties" (Peters and Waterman, Harper and Row 1982, chapter 12). In which it is argued that successful organizations have both "firm central direction and maximum individual autonomy".

However, the "tightness" has been applied to the content of the curriculum simultaneously with a slight loosening of financial procedures.

In this case, the autonomy is to be

applied mainly to housekeeping questions, with incentives to be more economical in the use of cash ("the guarantee that their own school will benefit if they achieve efficiency savings" para 1, FDS). Autonomy is not to be applied to areas where changes in the activities of the school would be required to achieve greater local responsiveness.

There are no immediate, clear lessons from the private sector about the appropriate degree of centralization or decentralization for organizations. According to one view of organizations, the appropriate structure will differ according to its tasks, the work it does, its environment and so on.

A centralized set of rules is appropriate when the environment is very stable and predictable and the task to be performed is straightforward. In these circumstances local management's task is to work to the formula determined by the top. Here an organization designed like a machine with a single machine-minder is appropriate. (See Gareth Morgan *Images of Organization*, Sage 1986, ch.2.)

A decentralized structure may be more desirable when innovation is an essential part of the organization's activities. Where new products, processes or services need to be produced

quickly, a diffuse structure of authority and communication may be appropriate. What sort of organization is the education service?

Schools expenditure is about £10 billion a year, providing education for about 7 million primary and secondary pupils through around 400,000 teachers — a large enterprise by any standards (Public Expenditure White Paper figures). It has recently been engaged in many innovations, including a new examination system, a Technical and Vocational Education Initiative, and large changes in the number of pupils. Its current structure is very decentralized, with L.E.A.s relatively autonomous of the DES and varying degrees of autonomy of schools within the L.E.A.s.

What model of organization is implied by the DES proposals, with respect to the service's response to its environment, and its structure? The NC proposals simply say that the service should "raise standards consistently, and at least as quickly as they are rising in competitor countries" (para 6). These standards are seen as measurable by absolute attainment tests, based on "clear objectives for what children... should be able to achieve". Parents will be able to see the results of these tests and "will be able to judge their children's progress against agreed national targets" (para 9). Indeed, in the NC proposals, there is an implication that there is no need for a quickly responsive system, and innovation will be achieved through a process of the National Curriculum Council "advising the Secretary of State on the maintenance and updating of the national curriculum" (NC para 46).

A national curriculum, with national inspection and moderation of marking of the national attainment tests, all imply a very centralized structure, however the accounting for budgets is however decentralized. This implies that the Secretary of State is conscious that it is possible to specify a curriculum

which is appropriate in all circumstances, that the environment is stable, that the objectives are all shared and agreed and the task of teaching is a relatively simple and uniform one.

Objectives are issued from the top, and information about achievements is generated down the organization and transmitted upwards. The Secretary of State has designed a classic Machine Bureaucracy.

Education is also a service which is provided by people who have many attributes of a "profession": teachers are educated and trained to standards which are mainly self-regulated and judgement of performance is traditionally done, if at all, by peers. With respect to scale and professionalism, the management task in the education service is similar to that in the Health Service.

The fact that teachers have come to regard themselves as a profession is another factor which the Secretary of State as organization designer needs to take into account. Henry Mintzberg (in *Structure in Fives*, Prentice/Hall 1983) concluded that "the more professional

an organization, the more decentralized its structure..." (p110). The source of this decentralization was the power conferred on the professionals by their expertise. The corollary is that centralization denies the expertise of the professionals and reduces their power and status.

There is a consistency here with other aspects of the Secretary of State's approach to the management of teachers designed to reduce teachers' status. A recent *Economist* leader said that in the United States many teachers now feel like "industrial workers". The NC document refers to the "delivery of the national curriculum", implying that teachers deliver

the goods, rather than have a part in their design or production.

In the National Health Service attempts have been made to establish management structure which will control the doctors and through them control the NHS budget. Parallel with the profession there has been established a managerial bureaucracy which is supposed to have control over resources. In the proposals for the education service, there is to be a single bureaucracy, governors and headteachers being held accountable for managerial and financial as well as professional matters. Almost as an afterthought, FDS (para 19) recognizes the need for "appropriate training" for governors and headteachers, including "training on financial management".

In the case of the Health Service the management arrangements have yet to break the power of the professionals. Perhaps, in the case of education, the recruitment and training of the headteachers as financial managers will be the trick.

What is lost through this process the positive aspects of a service provided by professionals: an autonomous search for innovation and improvement. Indeed, treating with respect people actually providing the service seems to be an ingredient for success in other industries: the airlines are covering that stewards and check-in staff are important elements of the business, and can have good ideas about improvements to the service.

Successful manufacturing companies take account of innovations suggested by "operatives". In large areas of the private sector, flatter hierarchies and respect for everybody's ideas are seen as the best way to respond to a changing environment.

Of course, the last paragraph of the NC document makes a ritual reference to the "initiatives, effort and commitment of the education profession". It is the structural proposals do not have these things into account.

Taken together, it is clear that the Secretary of State's reorganization will establish greater accountability within schools, especially for budgets and the attainment of "standards" as pursued by national tests. Innovation and development will not be permitted within schools and teachers will become (skilled) operatives responsible for the delivery of the national curriculum service. Even within the class governors and staff are expected to go to "outside consultants, for example in relation to the curriculum". Local accountability will be measured by budgets and efficiency, as measured by unit costs, rather than responsiveness to the local community or the ideas of the children and their parents.

Experiments such as TVEI and the city technology colleges will have to be conducted in the 10 per cent of time left over when the national curriculum has been delivered.

Responsiveness, apart from during the two double periods not taken up with the core curriculum, will only be possible through a national standard of curriculum change.

Despite the talk of autonomy for schools, the major thrust of the reorganization is towards centralization and standardization. Teachers' professionalism is devalued and the channel for major innovations in the education system are greatly reduced by the reforms.

Norman Flynn is a lecturer in economics at the London Business School.

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Pet names

From the column which brought you GERBIL (the Great Education Reform Bill), here's news of the lightbulb.

HAMSTER — Horrified Administrators and Managers facing Sudden and Traumatic Education Reform — is the brainchild of Derek Eap, chairman of the British Educational Management and Administration Society.

Unfortunately, the counter-attack has already run into trouble. "Someone pointed out that hamsters are short-sighted," Mr Eap ruefully explained, so any more suggestions please?

Kent subversives

Can it be true? According to the recently formed Campaign for Real Education, Kent County Council is about to join hands with the "loony left". This is strange, given that the Conservative authority was the first, and last, to pilot an open enrolment scheme, intended as a forerunner for vouchers. The experiment failed and was soon abandoned.

The campaign group organizers are now circulating the council for circulating an Equal Opportunities Commission pamphlet, which suggests taking "positive action" against sex-stereotyping in schools.

The pressure group, which is avowedly against anti-sexism and anti-racism despite sharing the same initials as the Commission for Racial Equality, warns: "Hardcore parents say that their L.E.A.'s positive images policy started just like this."

Who knows, after the ILEA, Kent could be next for the chop.

Female mail

A liberal-minded lecturer, Dr Marcia Poinson of Sussex University, was incensed at receiving, unsolicited, free copies of a South African cultural magazine with a Pretoria postmark.

So angry was she, that she wrote a letter, published in the latest issue of the Association of University Teachers' Journal.

In it, she warns her fellow dons about the practice, and says she'd like to know: "Was anyone else being subjected to this sort of objectionable free mail?"

Well yes, actually. On the same letters page Dr Stanley Palwoda, of the University of Manchester Institute of Science and Technology, writes: "Dear editor, as a male I object to being sent the blatantly sexist publication, *AUT Woman*. While I have no objection to women within the *AUT* receiving it, I regard this as an irresponsible waste of funds."

At the bottom of the page a helpful editor has written: "We suggest that when your copy of the journal arrives you write Unwanted Mail — Return to Sender."

But she or he doesn't say which journal is being referred to.

Slug trail

Now that dentists have decided sugar spice are bad for children, pupils in Manchester are turning to slugs and snails instead... but fortunately, not to eat.

They're taking part in a city-wide search for molluscs, backed by a British Ecological Society grant.

The children will be hunting the spineless creatures until Christmas, and scientists hope to benefit by gleaming fresh information about habits, distribution and behaviour.

Acronym

Only 2 per cent of the sample had

Barry Hugill catches up with the front-runner in the unofficial contest to succeed David Steel as leader of a revamped Liberal Party

A matinee idol who may yet hold Centre stage

Mrs Thatcher's only significant experience of government, prior to her capture of the Tory leadership, was as Secretary of State for Education. Mr Kinnock's solitary job before his elevation was as Labour education spokesman. Mr Kenneth Baker is widely believed to be using his present post as a launching pad for a bid for the succession once Mrs Thatcher calls it a day.

Ambitious politicians, it would seem, can do themselves no harm by making speeches about schools.

Which in this week of the Liberal assembly, brings us to Mr Paddy Ashdown, who has made a lot of speeches over the past few days — occasionally about schooling, but more often about the future of Liberalism.

On Monday, before the assembly actually convened, he was at work impressing a large and appreciative audience at a fringe meeting organized by the National Union of Teachers. It was the sort of meeting that has become commonplace at all the party conferences. Both the NUT and the Assistant Masters' and Mistresses' Association in recent years have taken to booking halls and providing delegates with an hour or so of explanation as to why teachers deserve the support of all decent people. To drum up trade, the education spokesmen of the party concerned are invited to share the platform with union dignitaries.

It's a pleasant enough way of killing time between conference sessions, but it must be said that the party spokesmen or women don't put a lot of effort into their contributions. All except Mr Ashdown, whose performance was electric. Mr Alan Evans, the long-serving NUT education officer, deemed it the best analysis of Mr Baker's planned Bill that he had heard.

There are two inter-related explanations for Mr Ashdown's sparkle — he hates what Mr Baker is trying to do to schools and he knows that he is the front-runner to succeed David Steel as the leader of the new Centre party.

Mr Ashdown is a civil libertarian. One suspects that he would be a member of the Labour Party were it not for his distrust of the bureaucratic centralism that underpins much social practice. He believes that Mr Baker, pushed and prodded by the Prime Minister, is hell-bent on destroying

local government.

He appears to dislike Mr Baker, "a man concerned only with his personal career" and raised a laugh on Monday with his reference to the Great Education Reform Bill — GERBIL — as "a small-minded, rat-like creature, best kept in a cage". People laughed because they knew he was talking not about a small furry animal but the man at the House of Commons despatch box.

The future for education if the Bill becomes law is bleak, he says. Opting out will lead to selection, fee-paying disguised as voluntary contributions will become commonplace. The DES diktat on the curriculum will breed narrow, rigid teaching.

It is when he looks for an alternative to the gerbil that Mr Ashdown becomes most interesting. He has no clear answers — more spending on books and equipment, greater emphasis on profiling, introduction of credit transfers — but insists that reform of the education system is part and parcel of a wider debate that must take place "on

One suspects he would be a member of the Labour Party were it not for his distrust of bureaucratic centralism

the Left" in order that a strategy for unseating Mrs Thatcher be found.

Central to that strategy must be the extension of choice, he argues. Now it is true that choice is the buzz word of the moment. A fortnight ago Mrs Anne Sofer urged vouchers on the SDP and two weeks hence we will hear Mr Jack Straw at Labour's Brighton conference rediscovering parental rights.

But Mr Ashdown can honestly claim that his views owe as much to philosophical conviction as to a belated recognition that if you want to win elections you have to offer voters what they want. For his own part he is not happy with the voucher plan.

At another meeting later that evening he made it clear that the debate on the L.E.A. that he is so keen on instigating must involve people from other parties. He clearly meant Labour, not the SDP, and this was instantly interpreted in the hotel bars and lobbies as an opening shot in his leadership

Asian girls miss out on FE

by Diane Spencer

Asian girls in the Handsworth area of Birmingham are more likely to end up in a sweatshop than in further or higher education, a research study shows.

Mrs Ramni Samarasinghe, a teacher of English as a second language, and Mrs Noshabe Reesal Hussain, from the Commission for Racial Equality, questioned 31 girls in the fourth and fifth forms of three mixed comprehensive schools.

They found a generally bleak picture that casts "severe doubts on the myth of Asian over-achievement". And they claim the girls were steered away from subjects that would lead to FE although nearly all of them said they wanted qualifications and jobs.

Some teachers believed the girls did not need academic or vocational education as "they are only going to get married anyway".

More than 95 per cent of the girls were born in rural areas of India, Pakistan and Bangladesh with the largest group from the Muslim faith. Their parents spoke little English, especially their mothers.

Only 2 per cent of the sample had

taken the combination of O levels needed to enter further education. All of them had been entered for several "non-academic" subjects such as art, typing, childcare and needlework.

Among the 48 who stayed on until the sixth form, more than a quarter had not been entered for any examination. Only one had the right combination of O levels to take a degree course.

Parents were supportive, but many did not understand how the education system works, the authors claim. Schools should provide home-school liaison teachers, or interpreters to improve the parent-teacher partnership, they said.

Careers service figures show that Asian women are three times more likely to be unemployed than white and Afro-Caribbean female school-leavers, those in employment were mainly in the local sweatshops earning low wages.

Education? or an obstacle race: is available from Mrs Hussain, 2/104 Wake Green Rd, Moseley, Birmingham, B13 9PE. £2.85.



Paddy Ashdown: believes Kenneth Baker wants to destroy local government campaign.

It would be gratifying for an education correspondent to be able to report that Ashdown the education spokesman is the man the delegates are coming to listen to, but it would not be true. At the NUT meeting the two women sitting next to me murmured approvingly as he tore into Mr Baker. "He's got more spirit than David," said one to the other.

During the meeting he was interrupted by a gentleman who wanted to

know his view on the evils of tobacco. Mr Ashdown is addicted to the weed and part of his charm for women of a certain age is the matinee-idol manner in which he flourishes his silver cigarette case. Health education is an issue that Liberals get excited about and one would have expected him to have received a ticking off for his poor example to the young. But not a bit of it — his hold over the party faithful is such that almost all sins can be forgiven.

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NEWS

BAKER'S
BILL

Mrs Thatcher this week personally intervened in the debate over the Government's proposed Great Education Reform Bill to put her stamp of approval on one of its most controversial aspects - the move to allow individual schools to opt out of local authority control.

Meanwhile, a group of educationists was predicting that the

reforms will have further-reaching implications than has hitherto been thought.

TES staff report on the continuing debate over the Bill - and on the latest consultation paper setting out the Government's plans to allow boroughs to leave the Inner London Education Authority.

The inexorable march to privatization

A growing belief is emerging among some of the country's most influential educationists that the Government's proposed education reforms will lead to wholesale privatization of local authority services.

Even before Monday's publication of the Prime Minister's interview with *The Independent* in which she claimed most schools would vote to opt out of local authority control, a leading academic warned that thousands of schools would start to go down that road within the next five years.

Professor Richard Pring of Exeter University's school of education told a weekend conference that he expected at least one in five of the 27,500 schools in England and Wales would seek grant-maintained status within five years, under the Government's planned opting out arrangements.

He predicted schools would be increasingly starved of funds, making direct grant status more attractive. Such schools would not have to compete for I.e.s. funds, they would have full control of their budgets, and be encouraged to raise private money to run their own services, he said.

Professor Pring, a longtime opponent of privatization, insisted that changes were inevitable and imminent once the Education Bill became law - a view that received echoes from his audience at the British Educational Management and Administration Society conference in Southampton at the weekend.

Mr Peter Snape, the general secretary of the Secondary Heads Association, said he had been told by several

heads in metropolitan authorities that they would be prepared to consider opting out if the proposals were attractive enough. "Mostly the reason given is political interference in the running of the school," he said.

"I think there will be a cash incentive which will make grant-maintained schools attractive. They will bring in more money and better resources. I would not be at all surprised to see 20 per cent of schools opting out."

The Reverend George Thomas, head of St Peter's School, a large Huntingdon comprehensive, said he would advise his governors to seek grant-maintained status if the terms were better than those offered by the county council. St Peter's is one of a number of Cambridgeshire schools which already control their own budgets, as part of an experiment by the county council.

Mr Thomas claims the experiment has revolutionized the school's management, stimulated staff and encouraged innovation. Many heads would welcome it, he said.

Elsewhere, most predictions have been that few schools would want to opt out and that, in any case, Mr Kenneth Baker, the Education Secretary, would resist wholesale change. But there now seems to be general agreement among leading educationists, including heads, senior education officers and academics, that many services now run by I.e.s. will be privatized.

Shortly after the close of the B.E.M.A.S. conference, this view was reinforced by the publication of the Prime Minister's assertion that, contrary to



Sponsored walk. Peter Snape (above right): cash incentive to opt out will be persuasive. Tim Brighouse: days of the I.e.s. numbered.

earlier DES predictions, most schools would want to opt out.

Professor Pring has studied the Government's privatization programme for six years and in 1983 produced his first analysis in a pamphlet, "Privatization in Education". For the pressure group RICE (Right to Comprehensive Education) in which he traces Treasury and DES support for the policy.

The privatization of schools started when state education became increasingly dependent on private means. Schools deprived of resources would turn to parents and other sources to provide the extras, Professor Pring said. Then public money was introduced into the private sector, through the Assisted Places Scheme.

One effect was the "bleeding and impoverishment" of the state system as many of the brightest pupils were creamed off. Vigorous campaigns, by RICE and the Campaign for the Advancement of State Education, ensued.

Significantly, Professor Pring believes the campaigns have failed, and are no longer appropriate as the boundaries between state and independent schooling are becoming blurred, he said.

Principles such as value-for-money, cost-effectiveness, competition, consumer choice, and tendering local authority services are all part of the process.

Equally, according to Professor Pring, the new proposals on opting out, open enrolment and testing are part of a carefully-laid plan to privatize the service. When the new legislation is in place, market dynamics will rapidly force schools to seek grant-maintained status.

Mr Tim Brighouse, the chief education officer for Oxfordshire, echoed Professor Pring's predictions.

He said it was clear the Government's legislative programme would strip I.e.s. of their power and, in time, they would be downgraded or abolished altogether.

This was the use of the headteacher. Chief education officers were to be for, and could start counting their days to retirement.

The proposals, however, could be a lifeline on heads. There would be opting out, open enrolment, testing and the inevitable publication of school's performance. Parents would be encouraged to pinpoint deficiencies, and, if dissatisfied, to go to the local ombudsman.

Mr Snape agreed privatization was inevitable. Heads would opt out if it meant improved pay and conditions for their staff. Of course, schools will only be able to opt out if the Secretary of State agrees, and so far Mr Baker has suggested only a few will be allowed to do so. However, it looks as if Thatcher has different ideas.

Jeremy Sutcliffe

Mrs Thatcher enthuses over opting-out proposals

In her interview, Mrs Thatcher made it clear that the opting-out proposals represent "a big revolution as the one million transfer from the public sector (in housing) into owner-occupation" - a view at odds with that being promoted by her Education Secretary and officials at the Department of Education and Science.

She added: "We are very much aware that we have got to form some kind of organization to help people to do it. And we have got to get the people who already run schools and say to them: 'Now look! This is the way we go about it.'"

Mrs Thatcher predicted that many headteachers and staff would favour opting-out because it would give more power to teachers and parents. And she explained that the proposals would lead to a three-tier system of education.

"First, there will be those who wish to stay with the local authority, but even then, do not forget that the schools under local authority are going to have a core curriculum and they are going to have it because some schools have failed with children. So you are going to have a change even with the local authority system.

"You are also going to have direct grant schools. Do not forget we had direct grant schools before. But these will be slightly different. And then you are going to have a private sector with assisted places. That is variety."

Asked whether this would lead to a return to selective education, she replied: "There is a process of selection

now. Most MPs could tell you about pecking order of schools in the local authority, as everyone wants their child to go to the school with the best headteacher and staff who teach what I could call a real, organic curriculum.

"You will not have a rigid system on ability. And I think most schools will opt out. But the law at the moment is that if you want to change your curriculum - that is a comprehensive, grammar or secondary modern school - you have to apply to the Secretary of State."

Mrs Thatcher's assertion that schools will opt out is at odds with claims made by close colleagues of Baker when the proposals were put to the Queen's Speech.

At that stage, the TES was told more likely that six rather than one would have opted out by the end of the decade.

However, it could be that more will follow if - as Professor Pring predicts - local authority resources dry up in the next few years.

Richard Gurney

NEWS

Break-up of ILEA rests with councillors

At least three inner London boroughs are expected to take charge of their own education provision by April 1990 - the date set by the Government for the break-up of the Inner London Education Authority.

Conservative-controlled Wandsworth, Westminster, and Kensington and Chelsea have indicated a desire to "opt out" of the ILEA. They will be able to do so provided that a simple majority of councillors is in favour. There will be no obligation on the boroughs to consult either parents or school governors.

Before the Secretary of State gives the go-ahead for a borough to leave the ILEA, he will have to be convinced that it is competent to run its own service. He will expect it to submit detailed plans to him not later than February 28, 1989. If a borough considers that it would have difficulty managing schools and colleges on its own, it could seek to form a joint education authority with another borough.

Last Friday's consultative document says that "the ILEA has shown little sign that it is ready to tackle the root causes of its educational and financial problems". Ministers believe the authority has concentrated too much on specific policy initiatives - equal opportunities is an obvious example - at the expense of general educational standards.

They also consider that the ILEA is too large and bureaucratic to be managed efficiently. The document says that large authorities find it difficult to keep in touch with the "requirements and aspirations of different areas".

The ILEA has claimed that the break-up will mean that the more affluent, Conservative-controlled boroughs will profit at the expense of the poorer, Labour-run ones. This is because the relatively rich boroughs effectively subsidize the poorer ones.

The Government denies this, saying the act of opting-out will be financially neutral. DES officials stress that there "will be no crock of gold" waiting for boroughs going it alone.

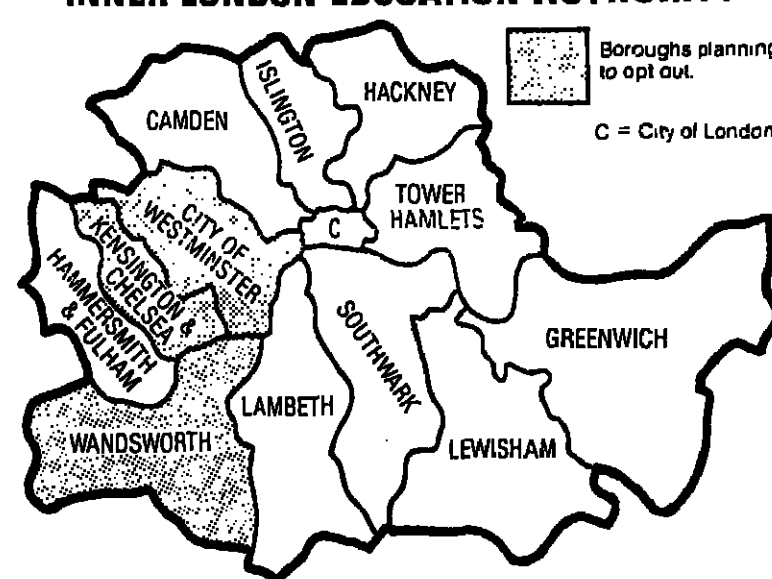
The break-up of the ILEA will coincide with the introduction in England and Wales of the community charge and unified business rate. At the moment, every rating authority raises business rates to finance its spending. This is why Westminster, Kensington and Chelsea, for example, are richer than Hackney and Greenwich. In future, each authority will charge the same business rate, which will then be redistributed among the authorities according to their adult population.

In addition, authorities will receive a grant from central government to compensate for different levels of need. Any additional finance required by a council will be raised through the community charge. Under this system Hackney would expect to receive a larger government grant than Westminster and, say DES officials, would not have to impose a higher community charge in order to pay for its education service.

The assumption made by the Government is that all education authorities would be as effectively managed as others. If this proved not to be the case then some community charge payers would be charged considerably more than others. Ministers are convinced that opting-out boroughs will prove themselves more cost-efficient than the current ILEA and will eventually be able to levy a relatively modest community charge.

Because it has little faith in the willingness of Labour authorities to control expenditure, the Government will give itself powers to limit, or cap the level at which a community charge can be set. It accepts, however, that opting-out boroughs will inherit an education service financed at high

INNER LONDON EDUCATION AUTHORITY



ILEA levels and that it would be unrealistic to expect them to make cuts overnight. Accordingly, they will initially be exempt from capping.

This raises the intriguing possibility that, come 1990, those boroughs remaining within the ILEA will have their community charge set by the Government, while those that opt out will be given a free hand to charge what they like.

What is not clear from the consultative document is how the central government grant will be allocated. At the moment the ILEA does not receive any grant because it has consistently overspent on its Government-set targets. DES officials cannot confirm that the introduction of the new system of financing local government will mean that the ILEA will start with a clean slate and have its grant restored.

optimistic that it will be able to force amendments to the Education Bill in the House of Lords. It will make two demands - that opting out be subject to the same procedures as those for schools applying for grant-maintained status, that is, the majority of parents and governors support it, and that the date for opting out be put back until after the May 1990 borough elections in order to allow voters to decide on the issue.

Mr Jack Straw, the party's education spokesman, attacked the proposals as "the crudest and most partisan of all Mr Baker's plans". He said: "These boroughs have no mandate and the wishes of parents and school governors are to be ignored. If Mr Baker has such faith in public support for these plans, why not test that support in the 1990 elections?"

Mr Neil Fletcher, the leader of the ILEA, also said electors would be denied a vote on fundamental changes. The authority's officials are annoyed at the Government's attack on educational standards, saying that the ILEA pioneered the introduction of records of achievement and the core curriculum.

Lady Porter, the leader of Westminster City Council, said: "The Council will be consulting everyone involved on its plans to take over education. Co-ordination between education and social services will mean a better service in such vital important areas as provision for children with special needs, the under-fives and measures to combat child abuse." Wandsworth Council has already arranged meetings with head teachers on the opt out proposals.

Comments on the consultative paper should be sent to P Cohen, DES, Room 3/54, Elizabeth House, London SE1 7PH by October 16.

Barry Hugill

Documenting the rules for escape

The document says the Secretary of State would have to be convinced a borough could provide appropriate education for all its pupils and students before allowing it to opt out.

Boroughs would also need to show that they expect to make effective provision for the youth service, including appropriate support of voluntary organizations, and for a careers service. In some cases - perhaps particularly that of the careers service - authorities may wish to combine their own provision with co-operative arrangements with other I.e.s. Guidance would be provided on the information which would be required from an inner London borough to support an application. This is likely to include:

- projected numbers of pupils and students, taking account of the flows of pupils and students in and out of the borough, set against the institutions available and their capacity;
- the property which the borough proposes to inherit for this purpose;
- policy on the organization of nursery, primary, secondary and further education, including detailed proposals for the future of institutions offering provision of regional or national significance;
- policy on the school curriculum, including the borough's plans to secure effective arrangements for the progressive implementation of the national curriculum;
- the borough's approach to arrangements in hand in its schools and colleges under the education support grant, in-service training grant, and other specific grant schemes;
- policy on special educational needs, and the way in which the borough would propose to implement this - including arrangements for access to the services of educational psychologists - with projected numbers set against the institutional framework envisaged;
- the organization proposed for the

adult education service, the careers service, the youth service, the school health service, the education welfare service;

- the structure envisaged for the local inspectorate;
- the administrative organization;
- the recruitment procedure for the education department's central services;
- proposals for the establishment of an education committee in accordance with the provisions of schedule 1 to the Education Act 1944;
- information about the borough's overall financial situation.

The Secretary of State will also provide by Order for the block transfer to the new I.e.s. of the teaching staff linked to particular institutions in the boroughs concerned. Teachers not clearly linked to a particular institution, such as advisory and supply teachers or peripatetic teachers, would in general remain employed by the ILEA, although it may be appropriate to provide for block transfer terms for those teachers the majority of whose work is at institutions in one of the new I.e.s.

It would not be appropriate to provide for block transfer terms for most of the ILEA's central staff (administrators, inspectors and other groups of professionals such as educational psychologists). The boroughs would therefore for most part recruit directly for these posts, enabling them to decide from the outset the size and structure of this part of their work force. The Government however believes that it would be right to require the boroughs, when making appointments within this category, to consider applications from the ILEA staff before making an appointment. The boroughs would not be compelled to appoint such applicants in preference to those from elsewhere but this process should assist the reduction in the ILEA's staffing which will be required as a consequence of the reduction in the scale of the authority's operations.

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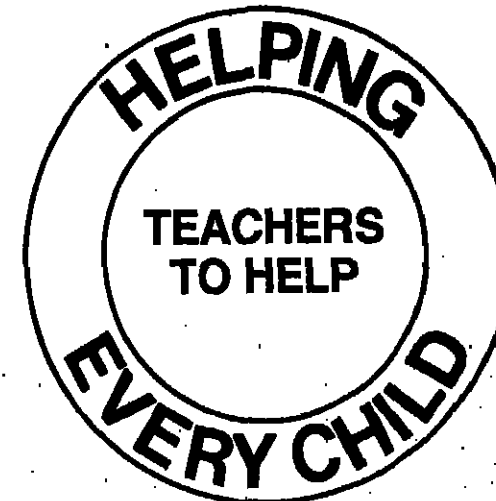
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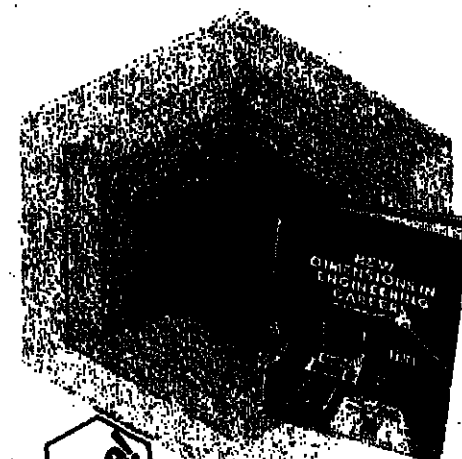
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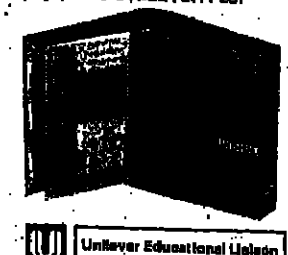
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NEWS



Marks of stress: teachers must learn to set themselves realistic goals

Driven to the limit by speed of Tory reforms

"Sportsmen may thrive under pressure but there is a world of difference between the welcome exhilaration of a ski slope and the anxiety of facing an unmotivated class, redeployment and the threat of school closure."

With this off-the-cuff remark, a delegate caught perfectly the mood of the National Conference on Teachers and Stress, organized by the Centre for Research in Teaching (CRIT), at Newman College in Birmingham at the weekend.

As more and more demands for curriculum, examination and organizational reforms are made, many teachers are feeling threatened by the once pleasurable challenges of their work.

The 100 delegates were eager to seek solutions to the problem after hearing from Dr Chris Kyriacou, a York University educational researcher, that "teaching is undoubtedly one of the most stressful professions".

One in four teachers find their work "very or extremely stressful", he said, adding: "I find that staggering". The figure was based not just on his survey of 700 teachers but on a detailed analysis of all available literature on teachers and stress since 1975.

Solutions were quickly offered and ranged from reorganization of school management and a call to slow the pace of change demanded by the Government, to the setting up of occupational health support services. A suggestion that all teachers undergo psychological assessment before being allowed into the classroom was extremely unpopular.

The latest information on stress comes from research involving hundreds of teachers in a large West Midlands education authority and will be published later this year. It shows that the overriding cause of stress is the speed of change driven on by external forces beyond the control of teachers.

In the words of Dr Tom Cox, director of the Nottingham University stress research group which carried out the Midlands study: "The intrinsic nature of the work has become the problem - teachers banded up in the classroom, on their own and unsupported, uncertain of the i.e.a.'s reaction to discipline problems, for example."

They felt let down by heads when there was confrontation with parents. There was a lack of support, poor communication with other staff, appraisal was seen as a threat and there was no collective approach to the problems of shared values and attitudes.

Stress is a growing problem in the teaching profession. Ian Nash reports from a weekend conference in Birmingham which examined the causes and cures

Even training and career development presented problems, with poor promotion prospects and uncertainty over the future of schools. There was a lack of self-esteem among staff and feelings of insecurity.

Ten years ago a national study by Dr Cox showed that teachers outnumbered other white-collar workers two to one in suffering from work-related stress. Reasons given by teachers in 1977 were virtually identical to those in the latest work except that then "speed of change" was barely mentioned.

Sources of stress now include reduced resources, evaluation of teaching skills, increased government control, cuts in schools and staffing, changes in the curriculum and examinations, increase in unemployment and the rise of the Youth Training Scheme.

Dr Kyriacou saw this growing demand for change as one of the most destructive elements because it increased the feeling of a lack of professional control. Teachers fell into two general groups. There were those who felt in charge of their lives and others who believed their lives "were controlled by luck, fate and the actions of powerful people such as God and the director of education".

Those who felt circumstances were beyond their control worked under the most strain and, "there is evidence that prolonged stress can lead to mental and physical ill health".

Although teaching was among the most stressful of jobs, the incidence of illness such as ulcers and mental breakdowns was no higher and, in fact, occasionally lower than in other taxing white-collar jobs. This was because, Dr Kyriacou asserted, school holidays acted as a buffer giving the teacher time to recover. Without the holidays "we would have major levels of stress-related illness", he said.

Dr Kyriacou found that lack of pupil motivation was the major cause of stress because it was a "day to day" occurrence which persistently undermined teachers' sense of adequacy.

Poor discipline was not the problem, the media constantly made it worse. Low status and esteem was a major damaging. "If you are doing a job but your profession is valued, this too is a major buffer between stress and illness."

Dr Binoy Chakravorty, director of occupational health services for Greater Manchester, found in his study of 1,552 busy teachers that 3 per cent of physical and mental illnesses result from stress in teaching. Ten teachers were physically ill and 33 needed psychiatric treatment, including one who was prone to violence (tended to strangle a child) and two who required a court order to bring them to hospital for treatment.

Because there was evidence of a history of psychiatric problems in the cases, Dr Chakravorty concluded that people should be psychologically assessed for teaching, a conclusion which caused considerable anger as only among delegates but also other researchers.

Research in Spain also revealed a specific cycle of absence and illness among teachers depending on the year of year. The pattern was remarkably consistent year on year and he suggested a similar survey for the UK with a view to developing support services to meet increased demands in financial crisis.

Dr Cox, in the Midlands' study, emphasized the need for a better occupational health programme for public service workers including teachers. Only one in every hundred British workers has access to an occupational health doctor and only 15 per cent to an occupational health nurse. Delegates drew up a series of recommendations which will be sent up to the Department of Education and Science and to i.e.a.s. These included a call for an assistance programme, health support services, a slowing up of the pace of change in schools, and for heads to involve more junior staff in management decisions.

Individual teachers were also urged to set themselves realistic goals and stop believing that they can manage three hours marking at night and still do a proper job by day. Mr Martin Cole, an organizer of the Birmingham conference, concluded: "It is often the most committed and enthusiastic teachers who are the most vulnerable to stress. They should monitor their performance closely and remember that maintaining mental and physical health is a part of professional responsibility."

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PRIMARY

Open for business despite the 'closed' sign



Uniform opposition: the parents' protest is supported by the area education authority

Each morning since the new term began a group of County Armagh parents have defied the Northern Ireland Department of Education by taking their children to a tiny primary school that was officially closed in August.

Lessons at Clavymore school have been conducted during the first fortnight of term by 11 mothers and one father who have taken turns to help the 38 pupils revise last term's work. But three teachers, one retired, one unemployed and one part-time, have now volunteered their services.

The parents resolutely refuse to send their children to a new £500,000 school at Markethill, six miles away, even though Clavymore's three teachers and 20 other pupils have already transferred. They live in an isolated Protestant hinterland in the heart of South Armagh, an IRA stronghold, and regard Clavymore as an essential element of community life.

Mrs Sandra Taylor, the parents' spokeswoman, explains: "First they took away the post office, then they moved the polling booth. If we don't take a stand for the school what remains of community amenities will disappear totally. We will be left with nothing and nobody will want to live here."

The decision to close Clavymore met with public assent in 1975. Since then, however, the area has changed, its population growing sufficiently to make the school viable. The parents also argue that the new school at

Carmel McQuaid reports on an outbreak of parent power in Northern Ireland

Markethill cannot accommodate all the pupils from both the redundant Markethill and Clavymore schools.

A delegation from the area visited Dr Brian Mawhinney, the Northern Ireland education minister, in his Peterborough constituency some months ago to impress on him how vital the school's social role is. The minister stands firmly by his decision, however, arguing that the building is nearing the end of its useful life.

Though unable to allocate funds, the Southern Education and Library Board has supported the parents. "We are rather helpless in the situation since the school has ceased to exist or to be eligible for teaching appointments or other expenditure," Mr Gerry Kelly, its chief officer, said.

Under the terms of its lease, the school building reverts to the local Presbyterian church, which transferred ownership in the 1930s.

This legal loophole has encouraged parents to consider seeking voluntary status. Meanwhile, the Ministry is to be asked to appoint temporary teachers to Clavymore since, under the Education Order, parents have a right to educate their children other than at school, if the alternative meets with board approval.

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Timetables 'won't have to change'

by Sarah Bayliss

Primary teachers should not re-write their timetables to meet the requirements of the national curriculum, says a former chief HMI for primary education.

Mr Norman Thomas told a National Association for Primary Education branch meeting this week that schools would have to offer "the flavour" of different subjects and opportunities for children to be geographers, historians or scientists - but would not have to include separate lessons for geography and history.

"There isn't a requirement on you to change your timetable," he said, hold-

ing up the Government's scarlet-covered consultative document on the national curriculum. "But there will be a requirement on you to show that you are doing all these things."

He was addressing the annual conference of NAE's London borough of Hillingdon branch, which had adopted the theme "What makes an effective primary school?"

He said the present "sea-change" of primary education had been heralded 25 years ago when the then minister, David Eccles, talked of getting inside the "secret garden" of the curriculum.

"Don't let's fall into the trap of supposing that this sea-change is down to one individual called Kenneth Baker. His name might, just as easily, have been Jack Straw."

Mr Thomas said the Government's proposals put forward a curriculum relevant to children's lives and interests which good primary schools were already striving to teach.

Parents are much more likely to defend state education and demand better resources for it if they understand how schools work and are kept in touch with developments, a survey in the borough showed.

A question-and-answer session conducted by three parent governors from Hillingdon schools suggested teachers should invite parents into school during a working day.

Norman Thomas reassuring words

Burnt out in the academic nursery

By Geraldine Hackett

Children can become "burnt out" by the age of five if early cramming at school turns pupils off learning, according to Professor Lillian Katz, director of the education and research information centre at Illinois University.

With more three and four-year-olds attending school for at least part of the day, American educationists are debating whether young children benefit from academic instruction.

"We have reason to believe that children exposed to traditional direct instruction are often capable of doing the work, but the long-term consequences are negative," Professor Katz told the Marianne Perry conference in Bristol.

"In the US there is squabbling about what kind of education should be provided in day care, nursery care and pre-school classes. The younger the learner, the greater difficulties for the teacher."

"There is greater difference between three and four-year-olds than there is between 10 and 11-year-olds," she says. Part of the problem in resolving the debate stems from the fact that the younger the child the more unreliable the data base for research.

A recent development in American is growing awareness of the vulnerability of young children, Professor Katz added. The National Association for the Education of Young Children is developing a code of ethics for professionals working with them.

Starting ratios in the US dictate that classes of 15 four-year-olds should have two adults. "The younger the children the more adults that are needed," said Professor Katz.

The best practice in English schools is for reception classes to have a nursery nurse working alongside the teacher, former HMI Rosemary Peacock told the conference.

She stressed the importance of providing younger children with the best accommodation available in the school. "If a class has running water or access to the playground it should be given in the reception class," she said.

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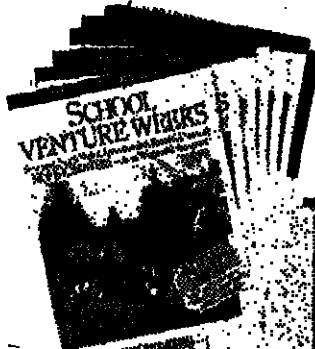
Explore this stunning area steeped in fascinating history - using our well-equipped Lac Des Bains Centre as a base. As well as experiencing modern France, the children will learn about the history of the region. The full board package (including travel) is £18.95 per pupil for a party of 25. (16 April - 12 May)

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Crafts	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Drama	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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First Aid	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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Map Reading	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Roller Skating	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
Swimming	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
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All is revealed: entertaining deaf and hearing pupils at Newbrook School, Manchester are members of the Unicorn Theatre. The theatre, whose deaf and hearing actors use a combination of sign, speech and mime, has been touring the country with Penny Casdagli's play, *Pardon Mr Punch*.

Dismissal of tuck shop account holder upheld

by Carmel McQuaid

An industrial tribunal in Northern Ireland has ruled that the Southern Education and Library Board did not act unlawfully in sacking the vice-principal of Banbridge Academy because of "apparent serious irregularities in the administration of the tuck shop funds".

The tribunal heard that Mr Ivan Gracey, head of science and mathematics at the Academy - a controlled grammar school in County Down - since 1958, had not disclosed the existence of a tuck shop account in the Isle of Man which he had in his own name, to the Southern Board when it conducted an audit in 1983. Mr Gracey, who since 1978 had been solely responsible for the tuck shop, revealed the Isle of Man account in June 1985 when asked to explain the withdrawal of £3,000 from one of two other tuck shop accounts in Banbridge.

At a disciplinary hearing in November 1985, a request for a postponement

until the outcome of a police investigation was refused. Since Mr Gracey then declined to give evidence, the committee decided to dismiss him.

The tribunal had to decide whether or not the disciplinary committee had acted unfairly in dismissing Mr Gracey without hearing his side of the story, and whether the board had been justified in confirming the decision in circumstances which put him in danger of a criminal prosecution.

The tribunal ruled that the evidence contained nothing which could have prejudiced Mr Gracey in a criminal case. The board was entitled to view failure to disclose the existence of the account as "a serious irregularity".

"What the evidence indicated is that the applicant's actions were probably not motivated by any criminal motive, but the committee was entitled to come to the conclusion that the applicant had been guilty of a most serious breach of trust and integrity," the tribunal noted.

Racist names hurt more than sticks and stones

by Diane Spencer

Teachers do not take racist name-calling seriously enough, according to a researcher who conducted a survey of more than 500 children in six schools in the London borough of Barnet.

Ms Tessa Cohn found that the amount and variety of racist abuse increased with age and boys were more regular offenders than girls. Racist names were more common than those referring to sex or physical or mental attributes.

She concludes that children regard name-calling as an extremely important issue, albeit one they feel powerless to do anything about.

"We teachers are inclined to regard it as unimportant, outside our province, or one where any acknowledgement is too dangerous to contemplate. I now feel that our silence must be regarded as acquiescence... we are seen by our pupils to be condoning the racism which many of them experience daily."

Writing in the current issue of *Multicultural Teaching*, she reports that the racist names used by schoolchildren range from the mundane to the creative: "From Spanish omelette to Spear Chucker, from Allah to Zulu, Wooden Spoon and Blue Lagoon, I had to be told, were rhyming slang for 'coon' and four by two meant Jew."

The most commonly cited and ranked

among the worst were: 'paki', 'nigger', 'yid', 'slag' and 'spastic'.

"One wordless insult is the sound of the whip, heard in corridors and dinner queues, readily recognized as a reference to black slaves, used and perceived as an insult."

Perceptions among teachers varied within a school. One said "paki" had not been heard for more than a year while another in the same school thought it was the most frequently used name.

One teacher confessed: "Sometimes I pretend I haven't heard - it happens so frequently. I feel terribly guilty about that, and vulnerable. They're always abusing each other and it's often very racial."

Ms Cohn interviewed some secondary pupils and asked them if they agreed with the saying "Sticks and stones may break my bones but names will never hurt me". One 16-year-old boy, called a "yid", said he couldn't stand it. And a 17-year-old girl thought name-calling was worse because a physical hurt healed faster.

Multicultural Teaching, Trentham Books Ltd, 30 Wenger Crescent, Trentham, Stoke-on-Trent, Staffs. ST4 8LE, annual subscription for three terms issues, £10.50.

Parents 'experts on autism'

The National Autistic Society has appealed for professionals to take proper account of parents' views during children's assessment.

In a report on education for autism sufferers, released as part of its 25th anniversary campaign, it says: "In the matter of knowing a particular child it is parents who are the experts. Their views should be sought and valued - not dismissed and disregarded."

The report is the second in an

Aspects of Autism series. Other elements of the campaign include a new information leaflet and poster aimed at helping professionals to identify the syndrome, and a booklet - "The special curriculum: needs of autistic children" - compiled by the Association of Head Teachers of Autistic Children.

The material is available from the National Autistic Society, 276 Willesden Lane, London NW2 5RB.

IN BRIEF

Trawling for physicists

Senior teachers at Manchester Grammar School are contacting companies in an attempt to find physicists prepared to work in schools part-time. They aim to set up a scheme that would benefit the area's independent and comprehensive schools.

"We are at the exploratory stage and we don't know exactly how the scheme would work," said Mr Arthur Khan, the school's head of physics.

A team of three teachers from the school has had talks with the CBI and a major firm in the Manchester area.

Grant bias

Dr David Yardley, the local government Ombudsman, has urged the latest London Education Authority to review its criteria for awarding discretionary grants. The authority agreed to pay for one student to study at a private college, but refused another in similar circumstances.

Dr Yardley said: "I cannot see why one girl has been given special consideration as the applications were almost identical."

Independent again

A former grammar school which went comprehensive in 1969 will again become a fee-paying independent school this term.

Hull Grammar School was founded in 1330. From 1945 it admitted a mixture of scholarship boys and fee-payers until the comprehensive system was introduced. Now as a result of falling rolls the local authority will cease to maintain the school next year.

There will, however, be one break with tradition: the school will be for both boys and girls.

NUT plea

The National Union of Teachers, concerned that middle schools are being reorganized out of existence as full, has launched another plea that arguments in favour of distinctive 6-13 schooling be taken more seriously.

Increased capital

An extra £143,000 in capitation allowances is being divided among Manchester schools, with the largest grant going to schools in deprived areas. In primary schools where more than 80 per cent of pupils are entitled to free meals the capitation allowance will be increased by £9. Extra resources will also be provided for eight secondary schools.

No preference

The Universities Central Council on Admissions is to drop its practice of asking candidates to rank their university choices in order of preference from October 1989.

The system has been criticized by schools for encouraging candidates to make tactical choices rather than express their true wishes.

Behind the bars

A fact-finding team led by Mr Bernard Wiltshire, deputy leader of the latest London Education Authority, is looking at the service the LEA adult education institutes provide to five inner London prisons. The investigation follows a recent Commons report on prison education.

Scientific wealth

The universities of Bristol and Bath are to join forces in a £250 million scheme to develop a major science research facility. They have set up a business with the help of two commercial companies and a merchant bank to promote technology transfer. They also plan to create thousands of jobs in the south-west.

Easy converts

A single A level in anything is enough to qualify for a place on a one-year conversion course leading to an engineering degree or diploma at the South Bank Polytechnic. Alternatively, no A levels but several years' work experience may also be accepted if a mathematics test is passed. The first students will be admitted this month.

Ian Nash reports on a work-shadowing scheme with a difference

In at the Dieppe end for work and language skills



Well-suited: Jason Wyatt at a men's boutique

Grammar was the bane of French studies for Jennifer Goddard, until she leapt into the deep end with two days' work-shadowing in a Dieppe boutique.

The experience may not have transformed her technical grasp of the language, but she discovered to her delight that socially, "if you are prepared to make an effort and be friendly, then the grammar does not matter".

Like the other 13 Oxfordshire pupils and students on the trip, planned as part of a pilot modern language module for the Technical and Vocational Education Initiative, Jennifer found the sudden injection of real-life experience a tremendous confidence-booster.

Volunteers varied in their knowledge of French, from a few who had taken it to GCSE O level to one who had never studied a word of the language in her life. Beginners were astonished to find how little command of French they needed to communicate; the more experienced found themselves thinking in French, something they had rarely experienced in class, by the end of the first day.

The experiment has also done much for the image of work-shadowing, in which a pupil, student or apprentice analyses a job by following an expert through the daily routine and quizzing her or him.

Often, the practice has been dismissed either as ineffective compared with actual work experience or as a cop-out for those afraid of being accused of supplying a cheap source of shelf-fillers for shops.

The work-shadowing was part of a scheme to assess and accredit project work on the TVEI for 16 to 19-year-olds. The trials are being run jointly by the Royal Society of Arts and Oxfordshire and Dorset education authorities.

Participants covered the full academic ability range and none had continued French after the fifth year. After a brief refresher or crash course

"Beginners were astonished to find how little command of French they needed to communicate"

in the language, they devised their own set of questions to put to employers, who ranged from the local fire service and railway manager to the post office, shops and cafés.

Detailed photographic, video, and audio-tape records were kept to design an accreditation system for other schools and examining groups developing modern language modules for the TVEI.

For their own record, students helped design a Certificate of Participation containing the aims and objectives of the work, and their brief comment about its importance.

Each student was also interviewed by an evaluation team after the visit to find out what they thought of the experience and to determine what must be considered when accrediting such work.

Benefits beyond the curriculum of specific work-shadowing included an increased willingness among the "guinea pigs" to have a go at independent learning tasks. Strong links were also built up between the students and their employers in Dieppe, which the project leaders believe can be used again.

Mrs Christine Pickavance, development officer for the TVEI accreditation project, said an initial evaluation had given valuable insight into the points that must be considered when setting up work-shadowing.

Not only must the task take place in the real world rather than the classroom, but it must show the relevance of the foreign language, she said. Short-term goals were the most effective and teachers had to make

sure that there was a balance of educational and vocational objectives in advance of the work being done.

Priority should be given to personal and social rather than academic skills, she said, underlining Jennifer's comment that in a relaxed, friendly environment, verbal skills developed rapidly.

"Foreign language schemes such as this call for a more adult working

environment than can be found in the classroom," she says in a report to be considered by the full evaluation team.

The TVEI must also be developed as a coherent 14 to 19 programme, she adds. "This means that such modules should follow on from the pre-16 experience, which suggests that by the end of the fifth form pupils should have had at least a simulation of the sort of experience available overseas."

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SCHOOL TO WORK

The careers service, chronically insecure stepchild of the education system, is in an upbeat mood. In Thatcher's Britain and in Baker's schools its skills will be at a premium, it now believes.

That belief was strongly reinforced at the annual conference of the Institute of Careers Officers in Birmingham this week. The service was officially assured that it will retain its responsibility for the young unemployed while playing an important part in the

expansion of careers education.

Speakers from industry, local government, the Civil Service, and the education service itself, were at pains to convince the careers officers that everybody loves and respects them now.

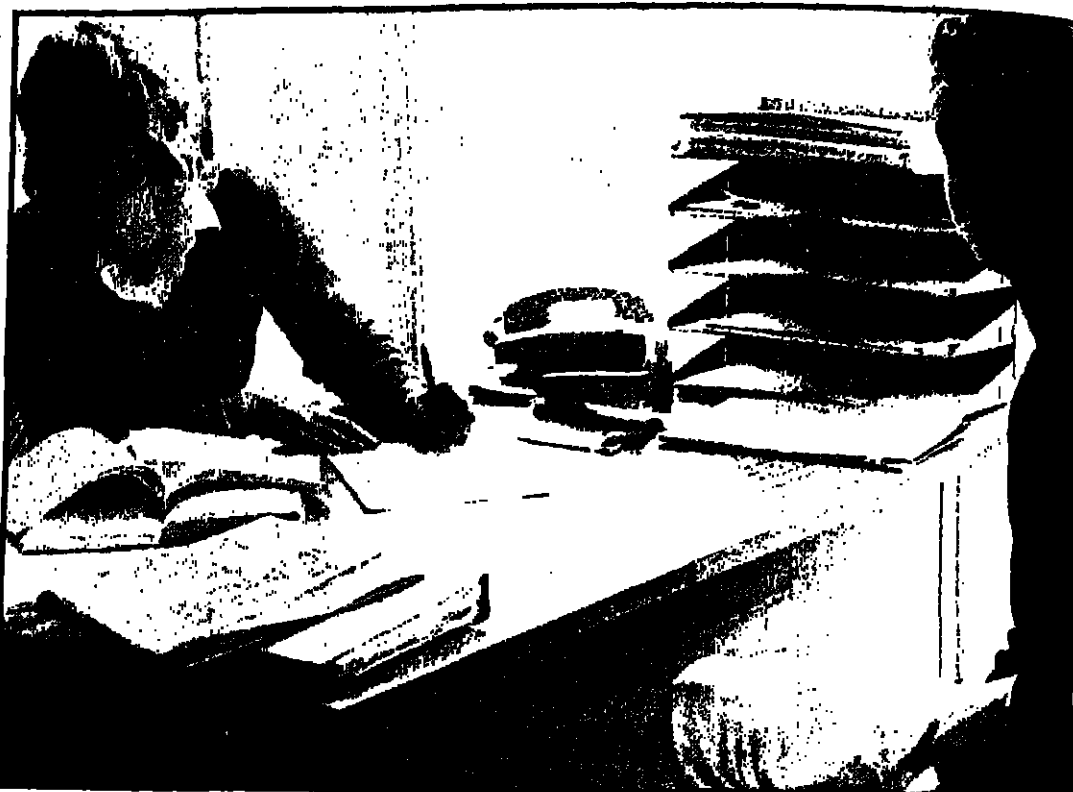
It was all a far cry from the listless meetings of recent years, when the institute was ignored by ministers, and the service was working under the threat of disbandment. The Manpower Services Commission,

which the service once feared might gobble it up, has now been pushed out of employment activities altogether.

The Department of Employment, now to run the MSC jobcentres, is already responsible for overseeing local authority careers departments, but apparently has no wish to run them.

Careers officers are waiting expectantly for their leaders to fire the first shots in a campaign to establish the institute as a

powerful pressure group on behalf of people and the system which advises them. Mr Dermot Dick, the institute's spokesman, said: "It is a role which is waiting to be filled. We have become recognized as having valuable expertise, and are being consulted by the Government and other groups in a way that just didn't happen before. It means we have a responsibility for articulating our views and ensuring that they are heeded."



Careers officers: they have won friends and plan to influence people

CBI relies on vital work of careers service

The Confederation of British Industry values the careers service highly, says its director-general.

Mr John Banham told the conference that the confederation sees an important role for the service in helping to carry through vital educational and training changes.

The Government's privatization programme was a way of buying time which must be used to prepare for the next century, he said. A vital part of that preparation was the creation of an effective education and training system.

Proceeds from the sale of the nationalized industries, with the rise in VAT and tax receipts, were financing public expenditure growing in all areas except local government. "But you get to a point where there is no family

silver left to sell," he warned.

He said the rates of marginal tax were not at the head of CBI members' concerns. "They are more concerned with investment in the infrastructure, and particularly in people... unless we can create a productive partnership between the public sector and industry to improve our education system and its effectiveness, we have no future."

The most serious constraint faced by CBI firms was not a lack of market opportunities or capital, but shortages of skills.

Mr Banham admitted there were many employers who were not doing much to train or educate their workforce. "They are the employers who will not be around in the 21st century."

He said regular training should be a part of all jobs, and suggested it should take at least 10 days a year. Drawing on his experience as head of the Audit Commission when he was in regular contact with local government staff, he recalled: "Every time I mentioned training they looked at me as if I'd come from Mars. They couldn't remember the last time they'd had any training."

Experience was no substitute. "Ten years' experience without training is simply one year repeated nine times."

This was all part of the overall need to invest in developing people, the country's main resource. "If we fail to do that then I would advise my own daughter to emigrate."



John Banham: investing in people

Place in national curriculum secure

Careers education will not be left out of the national curriculum as careers officers and teachers have feared. The Government has already decided that the teaching of the subject will be "centrally determined" rather than being left to the part of the timetable not covered by the new curriculum.

Teacher bodies have been protesting because there is no mention of careers education in the consultation paper issued by the Department of Education and Science.

Conference speakers poured ridicule on the Government for apparently

deciding that careers education was not to be included in the curriculum while, at the same time, ministers were spearheading a drive to ensure that it was given a high priority in all schools.

But Mr John Dewsbury, head of the Department of Employment's careers service branch, told the conference that although the DES had decided not to mention careers education in the consultation paper, it was to be part of the curriculum.

Leaving it out of the paper was a deliberate decision rather than an oversight... "perhaps, in retrospect, not a wise one."

Other speakers attacked the curriculum proposals for ignoring the wider area of work-related education, a more sweeping, as a return to narrow, subject-oriented ways.

Mr John McLeod of the Association of Metropolitan Authorities said that if the proposed curriculum was going to be good enough for the maintained schools, then it should be imposed on all schools, including the proposed city technology colleges and those independent establishments receiving public money under the Assisted Places Scheme.

Fear of losing link with young jobless unfounded

Unemployed school-leavers will still be expected to register with the careers service after the Government reorganizes its services for the adult unemployed.

Mr John Dewsbury, head of the Department of Employment's careers

Edited by Mark Jackson

service branch, told the conference the youngsters would not have to report to adult jobcentres.

Careers officers have been worried



Unemployed teenagers will still register with the careers service

that ministers' plans for a "one-stop" unemployment and benefit agency would result in them losing touch with unemployed school-leavers (September 11). At present, most careers officers to prove their employment and to get the certificate which tells their local benefits office they are not refusing, unnecessarily, to take a Youth Training Scheme place.

The issue is crucial to the continued role of the careers service in placing youngsters in suitable YTS training and providing them with continuing counselling and help. Mr Dewsbury said the under-18s would still have the option of reporting to jobcentres, if it was expected most would use the careers officers.

Institute leaders said legislation would be required to ensure that youngsters did not switch to major jobcentres because of the convenience of one office handling employment and benefit matters.

Mr Dewsbury could not say how the Government's present power to decide whether a youngster was fit to join the scheme, at present "refusing" to fit rules.

This particular role matters a great deal to most careers officers, who see themselves as sympathetic mediators between the youngsters and the

Huw Richards reports from the British Psychological Society conference at York

Low achievement linked to early family trauma

"Give me a child for five years and he is mine for life," the Jesuits claimed. Dr Alex McLaughlin from Trent Polytechnic isn't going that far - but he does suggest that poor educational attainment in disturbed children may be traced back to emotional disruption in early life.

His survey of 59 children from disadvantaged working-class families was based on interviews with parents when the children were two-and-a-half and later, when they were nine.

Of the sample, 21 children were classified as behaviourally disturbed. He found this group showed a relationship between family trauma at the earlier interview - significant changes in health, accommodation, work, income or family structure - and lower attainment at nine.

Dr McLaughlin gave alternative explanations: "The result is in keeping with the view that there is a link between tension in the home and a child's capacity to absorb written material. But a serious alternative is that parents of disturbed children

simply respond to such disturbance by interacting less with them. This in turn would be expected to depress the level of attainment."

He said more research would be needed before his results - drawn from a small, exceptionally disadvantaged sample - could be seen as representative of all children.

Children whose parents are away from home for long periods are more likely to develop behavioural problems, but find ways of hiding their feelings, suggests a study of Royal Navy children.

Ms Nicola Tottenham, of the Child Care and Development Group, Cambridge, studied the emotional development of 90 children aged five to nine whose fathers served in the Royal Navy.

She found that children whose fathers were away intermittently over a two-year period showed more behavioural problems than those with fathers who were always present. The contrast was particularly marked among boys.



Helping hand: blind children should be taught to use a cane earlier, say researchers

Canes boost confidence

Blind children would be able to move more freely if they were taught to use a white cane at an earlier age, say researchers.

Miss Kim Morsley and Dr Chris Spencer, from Sheffield University, have been working with blind children aged 5 to 11 - a rarely researched group. White canes are not often used before the age of 11, because younger children are thought to lack sufficient motor skills to benefit.

But the researchers found that using a cane led to a dramatic improvement in the mobility of two seven-year-old boys who had previously lacked the confidence to move freely when playing, preferring to stand on the spot and turn in circles.

When the canes were taken away, the boys continued to move more freely than before - although not showing quite the same confidence as more spatially aware contemporaries. "They were suddenly in a position to learn more about their environment and became much more outgoing," said Dr Spencer.

Earlier white cane training would particularly help congenitally blind children, the researchers say. Fear of bumping into things or getting lost restricts the children's movement and the resulting poor spatial awareness only increased their apprehension. The cane provides the confidence needed to overcome their fears.

Boys' aggression level falls in the classroom

Classroom environments modify boys' behaviour more than that of girls, says Mr John Archer, a Lancashire Polytechnic lecturer in psychology. Previous studies of children in free play have shown that boys display greater aggression in both verbal and physical terms.

But Dr Archer's study of 144 Preston pupils aged between 6 and 11 showed the gender gap in overall aggression did not apply in the classroom. And while boys were still more likely to hit out, girls were more given to shout and scream. Both directed greater aggression at members of their own sex.

The pupils, drawn mainly from social classes four and five, were

observed individually for eight periods of five minutes each. Slides of them playing showed boys were far more active than girls, particularly in rough and tumble play.

Girls were not significantly more active verbally, nor boys more physically active. Greater male physical aggression was expressed through hitting, wrestling or punching - but girls were as likely to push, pull or poke.

Dr Archer found that at the age of nine, girls were more likely to display physical aggression. He will now study two further groups before deciding whether it was an insight into the nature of nine-year-old girls, or the consequences of a rogue sample.

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NEWS



Binding contract: HMI praised teachers' efforts to minimize effects of cash shortage

Camouflaging the decay...

Tight controls on local authority spending in Wales in 1985/86 have resulted in poorly maintained school buildings and a shortage of textbooks, according to HMI Inspectorate.

The inspectors point out that most school buildings are showing signs of neglect and decay. This "communicates to pupils an indifference to environmental standards", and can make school a depressing place in which to learn.

However, teachers' resourcefulness in overcoming such problems is praised. For example, colourful displays of pupils' work are used to camouflage crumbling buildings, and the report observes that despite cash cuts, "with careful management, thoughtful deployment of resources and good caretaking, a thoroughly satisfactory education can be maintained".

But a reduction in teacher numbers, continued reliance on temporary contracts, and the organizational difficulties arising from the pay dispute are blamed for the high staff turnover experienced in some schools.

HMI noted the importance of external funding. Major contributions come from the Manpower Services Commission while parent-teacher associations' fund-raising efforts also help. In one I.E.A., for example, parental contributions had trebled since the early 1980s.

Many changes were observed at FE level during 1985/86, including mergers and the establishment of tertiary colleges. Most FE classes were taught in adequate premises.

Commenting on the report, Mr Wyn Roberts, Minister of State for Wales, explains that the Government's solution to the cash problem is the removal of surplus places in order to redirect resources and "our radical new proposals giving schools control over the spending of their own budgets."

"It is the schools themselves which are best placed to see where the most urgent needs lie," he added.

School technology tandem heading in two directions

The British School Technology project needs to be more efficiently managed if in-service training courses for teachers are not to suffer, says HMI Inspectorate.

The BST project, set up to promote technology teaching in schools, has had to be self-financing since April. And the inspectors warn that commercial pressures could affect course provision unless there is better management and co-ordination of the work done from the school's two sites.

The BST, formed with grants from the Department of Trade and Industry and the Manpower Services Commission, is based at the former National Centre for School Technology at Trent Polytechnic and the Carlton Centre in Bedfordshire.

But the report notes that the joint management structure has not been successful although, individually, both centres have been effectively managed. The council of management, which was intended to direct the work, met for the first time seven months after the project was established, by which time the two centres had embarked on their own agendas.

The agency has met its target of providing technology training for 6,500 teachers since its creation in April 1984, but it has failed to become the national focus for the development of technology in schools.

The Trent centre has a fleet of 40ft mobile resources centres which are

used to provide classrooms for training teachers seconded by local authorities. According to the inspectors' report, the four-week courses were well planned, but the trailers did not provide an ideal environment. In some cases, they had not been properly maintained and vital equipment was missing.

Each course takes 14 teachers from a local education authority at a cost of £6,000. The I.E.A. can reclaim full fees and 75 per cent of teacher-replacement costs from central government funds.

Copies of HMI reports are obtainable from the Department of Education and Science, Publications Dispatch Centre, Honeywell Lane, Slough, Middlesex HA7 1A2. Welsh reports are available from the Welsh Office, Cathays Park, Cardiff CF1 3NQ.

At the Carlton have the main activities are the design and fitting of mobile resource units (the Trent centre, ironically, buys its trailers elsewhere); a design consultancy service and a curriculum development consultancy service.

The small team at Carlton is overstretched, say the inspectors, and commercial activities are frequently given priority over teacher training.

The report concludes that the BST project is now at a crossroads.

Centres for youth work shabby, HMI find

Community centres for youth work in Coventry are often "unimpressive, shabby and sometimes dangerous", says Her Majesty's Inspectorate, in a report on 20,000 young people.

Poor accommodation is highlighted as a major reason for the quality of youth work in Coventry, in the report on 20,000 young people. The state of buildings offered as the sole excuse for work, since some of the best work and relations between young people were observed in dilapidated premises, says the report.

Lack of staff training and development, particularly refresher courses, was also to blame as was the lack of co-operation and consultation between the local education authority and voluntary sector.

The I.E.A.'s policy objectives were precise and signalled clearly the expectations, but the outcome was "generally disappointing". The young people were offered a programme which made too many demands on staff members.

No evidence was found of improvements to the building stock in Coventry during the year of the inspections. But liaison between voluntary and statutory sectors has improved, as had training full and part-time youth workers through the Community Education Foundation Course.

Jeremy Sutcliffe looks ahead to the annual CASE conference

'Real parents given no status' by Baker



Joan Sallis: not impressed by reforms

Parent power, as advocated by Mr Kenneth Baker, has been dismissed as a sham by the leader of the second biggest pressure group for parents whose annual conference starts today.

Mrs Joan Sallis, chair of the Campaign for the Advancement of State Education, has challenged Mr Kenneth Baker to justify claims that the principal "consumers" organizations, representing parents and governors, are out of touch with real parents.

She accuses Government supporters, who back Mr Baker's proposals on opting out, open enrolment, and the national curriculum of conducting a whispering campaign against the established national parent groups.

Mr Baker is expected to come under fierce attack from CASE activists at the group's annual conference in Buckinghamshire this weekend.

Among topics which will be discussed is a call for a Bill of Rights, giving statutory protection for state education and consultation rights for parents.

Members of the 6,000-strong group, which has 50 local associations, are said to be incensed at the short time offered by Mr Baker for consultation on the proposed reforms.

An emergency debate is to consider the effects that changes will have on schools. It is likely to produce a strongly-worded condemnation of Mr Baker's plans, and the manner in which they are introduced.

"Real parents have no status, and the moment they have any real proposals to make they become subjected to abuse and slander," Mrs Sallis commented.



Con brios: a youngster displays his musical talents during the Arts in Play programme launched by Merseyside Play Action Council.

Network support for young deaf

by Sue Surkes

The National Deaf Children's Society is launching a Share-A-Care family support network to coincide with the publication of a report on the problems of children who suddenly lose their hearing through illness.

The society estimates there are 4,000 school-age children in Britain with acquired hearing loss. In its report, based on more than 100 letters and telephone calls received in response to a media appeal for information, 40 per cent of respondents cite meningitis and 18 per cent mumps as the cause of sudden deafness.

Thirty-four per cent singled out emotional difficulties, loneliness, lack of confidence and victimization as major problems for the children.

One Scottish parent wrote about a child who had been bullied at school and called a spastic. "For a while, when she was at her old school, she was drawing into herself and would not speak. Christine won't go out to play because she knows that the ones from her old school will start on her again, so she just stays indoors. She even gave up the youth club because one girl kicked her out of the disco dance team."

The Share-A-Care Network, which began as a pilot project in May, now involves 40 families and is ready to expand. As an extension of the network, the society is also running residential weekend courses for the families of newly-deaf children and for deaf youngsters themselves.

It will highlight in its publications and information programme the problems of deaf children in an attempt to alert teachers, doctors and social workers to their particular difficulties. The potential risks of childhood illnesses will be stressed to parents.

Further information from the health and social services officer at the National Deaf Children's Society, 45 Hereford Road, London W2 5AH.

OU minority

For aspiring salesmen and women Open University courses are the least likely kind of further education, a survey conducted by a management consultancy group has found.

The Public Group interviewed 139 delegates at sales organization and methods courses in five areas last July with the aim of broadening awareness of educational and training needs for business.

It found that only 2.8 per cent of the sample had taken Open University courses of the 51 per cent who had gone in for self-improvement courses. Evening classes and in-house training were more popular.

Checking the final scores



RAYMOND KEENE

Last month I just managed to bring the bare results of the final of *The Times* British Schools' Championship. Now I report on the full set of results and the best games from the final stages, held at London's Great Eastern Hotel.

The hot favourites, St Paul's School, were just edged out on tie-break in a thrilling finale by Queen Mary's Grammar School, Birmingham. (OMG scored their wins on the higher boards). QMG have been champions once before, in 1983, while St Paul's have won on no fewer than six occasions - in 1975, 1978, 1979, 1981, 1982 and 1985!

Semi-Finals

Queen Mary's Grammar v Millfield
14 Nxe4 Bxe4 16 Bxd3 Bxd3 18 Qxd3 Rxd8
17 Bg3 Nc6 19 Bg2 Bg2 20 Qd2 Qd2
21 Bg3 Nc6 22 Bg2 Bg2 23 Kf1 Nf6
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27 Qd2 Qd2 28 Bg3 Nc6 29 Bg2 Bg2
30 Qd2 Qd2 31 Bg3 Nc6 32 Bg2 Bg2
33 Kf1 Nf6 34 Qd2 Qd2 35 Bg3 Nc6
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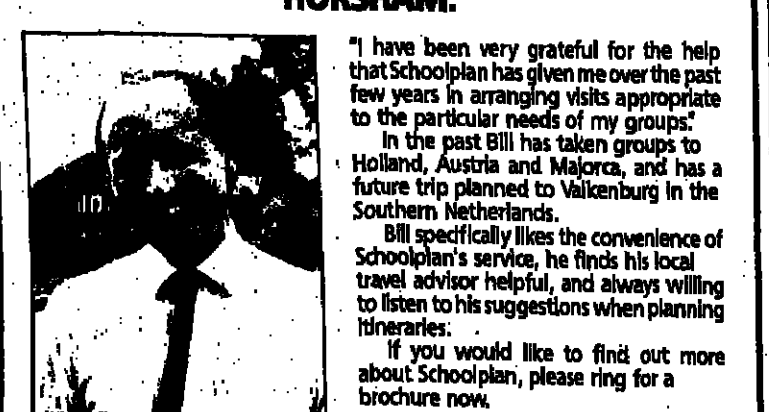
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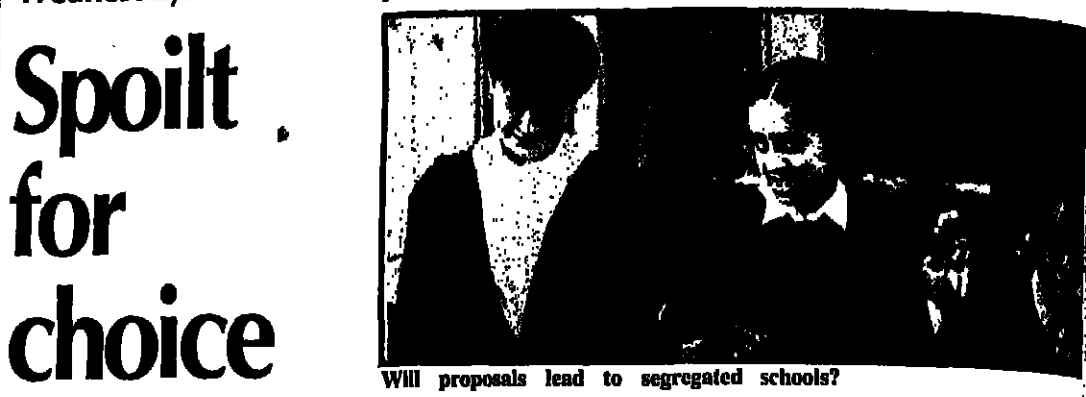
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The Government's deadline for responses to its consultation documents on open enrolment and devolving spending powers to schools expired on Wednesday. TES staff report on the reactions



Spoilt for choice

Will proposals lead to segregated schools?

The main parents' groups are among Mr Baker's fiercest critics. The Secretary of State has not helped matters by holding consultation in the dead days of summer and the repeated suggestions by his aides that the representative bodies are out-of-touch with "real parents" have not been well-received.

More surprising is the strong and detailed opposition to open enrolment from the Professional Association of Teachers, the nearest thing to a professional teachers' union. Miss Jackie Miller, PAT's professional assistant, predicts popular schools will increase in size to the point where they cease to be effective, while poorer schools will lose pupils and staff until it becomes impossible to teach Mr Baker's much-cherished national curriculum.

All that has changed. Even Mr Kenneth Baker, the Education Secretary, was forced last week to acknowledge on the *Jimmy Young Show* that his open enrolment plans could lead to a growth in all-white, all-black, or all-Asian schools.

The spread of racial apartheid in inner city schools, with its implications for community relations, is only one possible outcome of Mr Baker's open enrolment policy.

Serious doubts are also voiced about the contents of the consultation document in submissions from teacher and parent organizations.

The prospect of control or chaos?

Kenneth Baker put his political opponents and, indeed, many of his allies on the spot, when he announced that education authorities must have schemes for local financial management and timetables for implementation by September 1989.

Take the response of the Labour-controlled Association of Metropolitan Authorities: "The principle of delegation is not so much at issue as the manner in which that delegation is carried out."

The desirability of local control of school budgets is generally accepted. After all, the idea has already taken root in the authorities themselves and 21 are now involved in pilot schemes with more experiments in the pipeline.

Yet it would be foolish to suggest that the opposition is merely based on qualms about the scale, speed and detail of the management changes. All secondary schools and primary schools with over 200 pupils are involved in the shake-up, and the Government obviously wants devolution by the time it is seeking re-election in 1991 or 1992.

There is also the fear among Government opponents that Mrs Thatcher and Mr Baker see the financial independence of thousands of schools across the country as the first part of a long-term strategy to boost the number of school governors and parents who want to opt out of the local authority system of maintained education altogether.

Complaining i.e.s. of all shades of political opinion may well get short shrift, since they are among the vested interests that ministers are determined to weaken in the battle for the hearts, minds and votes of parents.

A big bang approach to the delegation of financial responsibilities to AMA claimed "let chaos" in the Association of County Councils' education committee last week. Councils' education committee last week considered a paper that questioned the "wholly endorsed" principle of delegation with the proviso "that the decisions are

consistent with needs, overall policies (from central and local government) and efficient and proper management of public expenditure."

The National Union of Teachers, commenting on the "hire and fire" powers to be given to governors while i.e.s. remain employers, has warned - somewhat ironically - that redeployment agreements will be more difficult to achieve. Its claim that "the union is firmly opposed to declarations of teacher redundancy, and will act accordingly" is unlikely to unnerve the Government.

Ministers may pay greater attention to the National Association of Head Teachers and the Secondary Heads Association. The unions' worries extend beyond resources, appropriate administrative expertise, if necessary in the form of bursars. A number of heads and senior staff are genuinely concerned that they will be assessed more as business managers and accountants than as leaders of teaching teams.

Nevertheless, all the unions have played a full part in the current pilot projects.

The National Association of Governors and Managers has found it difficult to speak with one voice, given the short consultation period. But members are clearly worried that local control will be accompanied by a daily administrative burden - a concern voiced by industrialists whose representation the Government is keen to extend.

There is also some surprise that local authorities will still have to pay heads, teachers and other staff without having legal powers of recruitment, beyond checking qualifications and ensuring the delivery of the national curriculum.

Unanswered questions include how far town and country will have to bear the actual strain of their audit, planning and building responsibilities. Will the i.e.s. have to bear the statutory blame if someone is hurt in a school playground, where

Degree of discontent

GRADUATES

Polytechnics and universities have some way to go to prepare students for working life, new research suggests. Ian Nash reports

The vast majority of new graduates are ill-prepared for working life and make a considerable number of job changes during their first three years out of college, research from the Council for National Academic Awards shows.

In the transition from polytechnic or university to work, "there is no disguising the fact that many graduates experience considerable difficulties," says a CNA report analysing the progress of 4,016 graduates from 122 full-time and sandwich courses.

The research is the first of its kind and will be essential reading for school careers teachers because it paints a radically different picture of employment prospects to the conventional "first destination statistics" which cover only the first six months of a graduate's career.

The table suggests an unemployment rate of 23 per cent after one year. But it reflects an unusually high graduate unemployment level in 1982/83.

By asking questions about the students' own experiences and perceptions of communication skills, the research - carried out at Bournemouth College of Higher Education - challenges the commonly-made distinction between vocational and non-vocational courses.

But in so doing, it directs criticism at arts and humanities courses that have traditionally claimed it is not their place to prepare students for a life of work.

"In almost all subject fields, the achievement of general transferable work-related skills could be greater," says the report. "Some vocational courses seem to have provided remarkably little of relevance to the jobs which their graduates actually get."

The report stresses that students should think about jobs and take advice earlier. They should also consider postgraduate study to bridge the gap between undergraduate life and work.

The report also calls for a better match between the supply and demand of graduates, a change in employers' attitudes to the role of educational qualifications in recruitment, and more initiative on the part of students. "Most graduates have far more opportunities available to them than they are aware of."

Nevertheless, the general conclusions of the research are optimistic. There was virtually no long-term unemployment, for example, irrespective of subject.

Once in work, however, there was a high degree of dissatisfaction with six out of ten claiming that three years after graduation they were not in their preferred job. More than one-third also said the degree was not essential to the job.

What emerges from the analysis of communication and other basic skills is a general criticism about the opportunities to develop general transferable skills. Given the level of discontent in the first three years and the high level of job changes, if not career changes, the report has serious implications for higher education.

CNA graduates: their employment and their experience after leaving college. For copies of the report and further information contact the Council for National Academic Awards, 344-354 Gray's Inn Road, London WC1X 8BP.

After two years the figure was 8 per cent and after three, 2 per cent.

Analysis of students' perceptions of the "value" of their first degree suggests a disturbing lack of preparation for life after college in almost all subjects.

Business and management first degree courses scored particularly badly in this respect, even though they were the most successful in placing graduates in full-time employment. Almost half felt they were poorly prepared in oral and one in five in written communication skills and, even though these courses were seen as the best, next to engineering, in promoting numeracy, six out of ten graduates said they were inadequately trained in computing skills.

Although engineering came top on the numeracy score with only 0.8 per cent of students expressing discontent, it was the only other area that was below average in the development of oral skills.

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Pidgin pie

LANGUAGES

Iola Smith examines fears that the Government's proposals for a national curriculum could undermine the teaching of Welsh

The proposed national curriculum could place the future of the Welsh language in jeopardy. Without core status, it could be lost from some primary schools, thereby undermining its successful growth over the past 25 years.

That is the fear of many Welsh educationists who are convinced that insufficient attention has been paid to the needs of Wales during the preparation of the national curriculum consultation document.

According to Mr John Albert Evans, Welsh language adviser for Mid Glamorgan, "a separate document should have been compiled for Wales, taking account of the linguistic situation. The one which has been produced demonstrates the Government's lack of commitment to the language, especially as Wales will not have its own national curriculum council to oversee developments."

Dr Gareth Edwards, director of the newly-established Welsh Language Education Development Committee, feels that Welsh educationists should have been involved in preparing the consultation document. "The curriculum in Wales should not be considered purely as an appendage to England's", he says. "Rather, like Scotland, Wales should have its own mechanism for developing education provision."

He agrees that the document is not deliberately anti-Welsh, and welcomes the assertion that the language will become a core subject in the principal's 100 or so designated bilingual schools. But the commitment should go further.

Welsh should also be a core subject in those areas where it is the first language in the community. That includes the whole of Gwynedd, most of Dyfed plus parts of Ceredigion and Mid Glamorgan.

"For learners, it should be a core second language subject throughout the primary sector and during the first three years of 'secondary education', and a foundation subject in years four and five. In Gwynedd, however, the current practice of making the language compulsory up to 16 even for learners should continue," Dr Edwards said.

The document's uncertainty regarding the position of Welsh as a second language particularly worries John Albert Evans. "Paragraph 14, for example, states that 'it is not proposed that a modern foreign language should be included for primary school children'. Does that mean that Welsh will be unavailable to learners of primary age?" He is also concerned that Welsh could be left out of a crowded timetable in some secondary schools unless it is made mandatory.

Preventing that from happening by persuading parents, governors and pupils of the language's benefits is the development committee's priority. For, in addition to its academic and cultural value, Welsh is often required by employers. So pupils deprived of the language at school could lose out in the job stakes.

"We are determined to safeguard present provision and build upon it for the future," insists Dr Edwards. "After all, developing for the future is the purpose of establishing this committee. Otherwise, our existence is purposeless."

Both Mr Evans and Mr Wyn Thomas of the development committee are also concerned about the vagueness of a paragraph which states that pupils will receive "some experience of the language."

"What does that mean?" asked Mr Thomas. "Is just an ability to say good morning sufficient?" Again, the document states that "pupils should acquire a sufficient command of Welsh. Because of the lack of definition of 'sufficient command', John Albert Evans wonders whether fluency or pidgin is the expected outcome."

Historian Mr Hywel Jeffries is worried that the document ignores Welsh history and makes no attempt to cover the principal's socio-economic and cultural background. "In this respect, the whole concept of the national curriculum can be criticized for being old-fashioned subject-based rather than thematically organized and experience-based," he said.

With regard to the designated bilingual primary schools, assessment procedures at age 7 and 11 are a major cause for concern. "How will teachers have sufficient time to undertake assessments in two languages? Will they be paid extra for their double effort?"

Welsh educationists hope that their reservations regarding the consultation document will be taken into account when final legislation is prepared. But they have come across one paragraph which, if implemented, could result in Welsh being taught in England.

It seems that the intention of the national curriculum is to have "sufficient in common to enable children to move from one area of the country to another with minimum disruption to their education." Does that mean that young Londoners will learn Welsh in case their parents decide to move to Dyfed?

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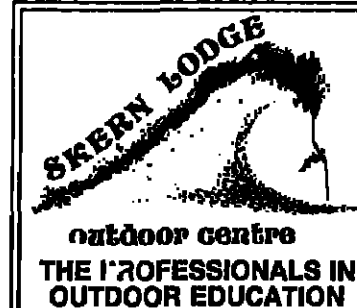
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New curriculum
tries for too much
spread too thinly

Sir - I find myself becoming increasingly irritated by the facile assumption in the so-called discussion document for the national curriculum, that removing almost all option choices for pupils at the end of their third year in state secondary schools actually offers them more choice - based on a programme of seven or eight foundation subjects which will be compulsory for all pupils up to the age of 16, regardless of their abilities or interests.

Baldly put, what such a timetable entails is a superficial bit of this and a superficial bit of that, which is entirely at odds with the new GCSE syllabus commitments to more in-depth, investigative project studies. At odds in the practical sense that no pupil - even the brightest, let alone the not-so-bright, can realistically be expected to cope with seven or eight such programmes all at the same time.

I say a "bit" for each subject, because if all pupils are required under the new regulations to take on a timetable which includes English, maths, sciences, humanities, craft, design and technology, a foreign lan-

guage and religious education... as well as fitting in a fragment of art, drama, music, social, personal and health education, careers/work experience and information technology - every single curriculum area in that spread of lessons over a week will be so thin that it can only qualify for a Cambridge diet of educational calories!

Either we come clean and recognize that "broad and balanced" really means stretched to an elastic thinness which is likely to snap - or we recognize that a modular approach to the 14-16 curriculum is essential; one which does not require all students to pursue all subjects all of the time. The programme of seven to eight foundation subjects currently envisaged is impossible and draconian. Unless young people are offered the chance to choose their own ways forward as their individual interests develop, their motivation to learn will wither away.

PAT D'ARCY
King's Walk
Malmesbury
Wiltshire

Home helps

Sir - How reassuring it was to read both Peter Maher's article on the "curricular solution to child abuse", and Margaret Rickleton's on "helping tomorrow's parents" (TES, September 4).

All home economics teachers have been horrified at its omission from the list of national curriculum foundation subjects. The Secretary of State considers it to be a "popular" subject rather than one that is essential and necessary to equip pupils with the skills

and understanding they need for adult life and employment.

Unfortunately, many of our policy-makers perceive home economics as simply a practical lesson where girls make jam tarts and learn to knit. They are obviously unaware of the content of our subject which embraces all aspects of the family and home, including food and clothing. It provides opportunities to develop understanding of the physical, emotional, social and aesthetic needs of people in a society which is culturally, socially, and economically diverse. Our Government claims to have a

Celestial body

Sir - Now that the school curriculum is under review, we should like to draw your readers' attention to the Association of Astronomy Education. Many teachers are already familiar with this association, which grew out of a Department of Education and Science working party in 1981. Its aim is to encourage an awareness of astronomy, and to promote the effectiveness of its teaching. The rapid and exciting developments of the space age have opened up astronomy to everyone, and it is more important than ever that we all have a grasp of this fascinating subject.

Astronomy is unique among the sciences in that it can enhance many other branches of study, arts as well as sciences. But, sadly, even science teachers are often daunted by it. This is where the AAE can be of help, either to a primary school teacher faced with a term's project on "space", or a middle/secondary school teacher struggling with aspects of astronomy in general science courses.

Members can help each other too, with ideas based on their own classroom experiences. The AAE has a network of resource centres where advice is freely given. It runs occasional teachers' courses, and its regular newsletters contain useful class projects.

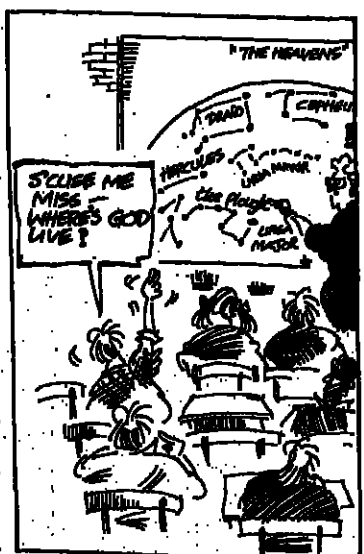
Perfect results

Sir - Highbury Hill High was one of London's earliest girls' grammar schools, and a London County Council school from 1910. In 1967, 23 of the three forms of girls who entered this selective school five years earlier gained five O levels or the CSE equivalent.

Highbury Fields school occupies the same premises. It is now a three-form entry comprehensive school, ethnically diverse, with a high proportion of pupils on free meals or from single-parent families. This year, 21 of the three forms of girls who entered the

Children find space fascinating, and so should we all. Not only that - a knowledge of the life cycle of stars and planets will, in the end, be essential for the survival of mankind.

UNDINE CONNANON
Vice-chairman
Association for Astronomy Education
The London Planetarium
Marylebone Road
London NW1



school in 1982 gained five O levels or their CSE equivalent.

Small comprehensive schools are certainly working well in this part of Islington.

MARGARET MANN
Headteacher
Highbury Fields School
Highbury Hill
London N5

Letters for publication should be kept as brief as possible and typed on one side of the paper only. The Editor reserves the right to edit or amend letters, to delete names of contributors, and to use letters in any form.



Regimented approach: The new curriculum will deprive pupils of choice.

Locked out?

Sir - Your readers' letters have again reflected the fact that vital subject areas have been left out of the proposed national curriculum (TES, September 4). Once more home economics was not represented on your pages. Can it be that we are all indifferent to our fate?

Home economics has not only im-

proved standards of nutrition, hygiene, safety and child-rearing practices but has contributed strongly to computer use, problem-solving, economic use of resources, awareness of world problems and has helped to promote skills of literacy and numeracy.

NORAH WESTERN
9 Park Street
Park Street Village
St Albans

Testing reply

Sir - It has been reported that the study undertaken by Dr Margaret Brown raised "some considerable misgivings" about national written tests (TES, September 11). She has stated that such testing is too difficult to be practicable.

I understand the difficulties of making any sort of testing really fair, but I do not think this is an argument for doing no testing. Rather it is an argument for taking trouble to make the test as good as possible and then to monitor the results. The greatest problem lies with the seven-year-old testing and it appears to me that insufficient thought has so far been given to this age group.

Parental pressure for some nation-

wide standard testing has been pressing. Parents wish to know the progress their children are making. As parents and as an experienced primary teacher I understand this. Families more mobile these days and teachers more mobile these days and the education system would assist in the move from one school to another less disruptive for the children.

The negative attitude that appears too difficult so it cannot be done, asking for a system to be imposed on teachers would find unacceptable. It is better to co-operate and make the system as fair and appropriate as possible.

KATHLEEN SHAW
9 St Mary's Grove
Barnes
London SW13

Working visit

Sir - As a practitioner involved in the Certificate of Pre-vocational Education at a large tertiary college, I found it heartening and reassuring to read the letter from the Joint Board for Pre-vocational Education (TES, September 4).

However, the letter is hardly likely to silence the critics of CPVE. Critics are likely to take the view that the sponsors of the scheme are unlikely to be unbiased. Therefore, to those determined to deride CPVE, I would simply suggest that they visit one of the many colleges or schools running CPVE and ask those best placed to recognize its value - the students.

Indeed, should any armchair critics care to come along to Blackburn College, I would be glad to show them testimonials from nearly 200 students on CPVE programmes, in any of the five categories offered last year. Furthermore, they could talk freely to many of the CPVE graduates who have progressed to more advanced courses of FE in the college.

DEREK ADDISON
CPVE co-ordinator
Blackburn College

Courses

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American Studies Resources Centre
American Studies at GCSE
Training Workshop 11
The USA: A Study in Culture
Saturday 24 October 1987
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Training Workshop

OVERSEAS

Angry words fly across linguistic divide

BELGIUM

Jane Marshall on the squabbles between the vociferous French and Flemish-speaking communities

A bizarre row over school trips has re-opened the rift between Belgium's two language communities.

Responsibility for the flare-up lies with M. Merry Hermans, local authority chairman for francophone schools in a working-class Brussels suburb. He said that French-speaking children should not go on school visits to Dutch-speaking Flanders.

M. Hermans who also heads the tourist office promoting the French-speaking part of Belgium, denied allegations that he distributed a circular to schools banning excursions to Flanders. But he admitted he had emphasized his "hope" at a meeting with headteachers that they would avoid going there, and concentrate on acquainting pupils with "their own community" in francophone Wallonia.

The incident serves to illustrate the linguistic skirmishes that occur daily in Belgium with its three official languages - Flemish, French and German. German-speakers, however, number only 66,000 and do not figure in the war of words taken for granted by the two majority communities, each determined to safeguard the interests

of its own language and region.

Belgium's complex educational structure, with power divided between national and local government, is also a product of the linguistic divide. Overall, education remains the responsibility of national government, which has two ministries - and ministers - of education, one for each language (the German-speakers come under the francophone ministry).

Responsibility for such educational matters as budget and subsidies, buildings, diplomas and the compulsory curriculum remains with the Government, but many functions have been devolved to the Flemish and French-speaking communities. Despite this linguistic segregation (even in official-



Fighting words: defending the interests of language has led to riots

ly bilingual Brussels, each school comes under either French or Flemish control, depending on its language), scope for friction up to the highest level remains.

When unsuccessfully arguing his case against dismissal earlier this year, M. André Damscaux, then franco-

phone Education Minister, claimed that the BF5 billion (£800,000) deficit his ministry had run up was due to inequalities between the two communities, and that measures in favour of French-speaking schools should be taken.

In July M. Guy Verhofstadt, Flem-

ish Budget Minister, accused francophone ministers (but especially the francophone intervention by Flemish MP Nelly Maes, berating the new French-speaking Education Minister, M. Antoine Duquesne, falling in his duty, led to an argument between M. Duquesne and his Flemish counterpart, M. Daniel Coens, over the accuracy of statistics, whether not inspectors were carrying out their duties, and if schools had been properly penalized when they were not on time.

On the Flemish side, M. Coens' private office contested the Budget Minister's figures and remarked that it did not understand why "the Flemish side had not followed the lead of the Government decisions taken last year imposing stringent economy measures."

M. Duquesne declared his science was clear, and complained that he was "fed up with the Flemish side accusing francophones of all the world's depravities," when both parts of the country were subject to "the same constraints."

Programme aims to right misconceived ideas of sex

SPAIN

You can only get pregnant once you're 18, the tampon is a good method of birth control, and the condom is the pill are among the least safe contraceptive ideas. These potentially dangerous ideas were expressed by 14 and 15-year-olds at the start of a new state-sponsored sex education programme launched in a district of Barcelona.

Most young Spaniards receive little or inadequate sex education, and the Health Ministry, working with the Institute for Women and the Youth for Young People, has launched an experimental programme in four districts to improve this.

The Barcelona "Diana Plan" includes, apart from lessons and books on the subject, teaching a group of adolescents who will then visit youth clubs to tell their peers about sex and contraception. The local family planning clinic has also started a seminar on the pill.

Schoolteachers said that while they expected their pupils would be informed, they were astonished at the level of ignorance revealed. Half of the students questioned before beginning the programme thought that you could not become pregnant at the first attempt, or if a couple only had sex once. Two-thirds thought a condom could be used more than once, while 10 per cent said that it was not put on before intercourse.

As for the pill, it only had to be taken on the days when sex occurred, while the diaphragm had to be kept in place for two years. The old wives' tales also prevail: half of the students said they should not touch plants or wash during their periods, while two-thirds thought masturbation made you ill. A Spanish survey said that only boys could masturbate.

The Scandinavian research has suggested that as many as one child in four

Attending school in America can be a rewarding experience. For doing no more than sitting in the classroom and behaving reasonably well, some students can now expect savings bonds, trips to an amusement park, or free hamburgers. Those who actually study will probably fare better, with television sets, stereo outfits and bicycles among the prizes on offer.

The "bribe-a-child" movement is growing. Alarmed by high drop-out rates among students, and under public pressure to produce better results, an increasing number of schools are appealing to the profit motive to persuade children to stay in class.

"If you're not going to let kids get away, you're going to have to think of a lot of reasons for them to stay besides the law that says they have to," says Mr Bob Hansen, superintendent of schools in Napa, California. Mr Hansen's schools award gift certificates to youngsters with good grades and attendance records.

In Indianapolis, students with perfect behaviour records are qualified to compete for a bicycle at the end of the year. Their principal, Mrs Kathleen

Tichenor, is not entirely happy. "Unfortunately we are an immediate feedback society," she said. "We started behaving these kids to question authority, but we never gave them any guidance about it. When you tell the kids to do something, they think 'why should I?'"

"I have found in today's society that kids are not ready to accept anything but a tangible kind of reward," said Mr Dennis Martin, principal of a junior high school in Indiana. For the past two years his pupils have earned \$50 savings bonds and other prizes for good attendance, grades, and "citizenship".

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That was in Pittsburgh, Pennsylvania. It was the state's founder, Mr William Penn, who once wrote: "The taking of a bribe or gratuity should be punished with as severe penalties as the defrauding of the state." Mr Penn must be spinning in his grave.

OVERSEAS

Windy City buffeted by yet another strike

UNITED STATES

Thousands of children are unable to start the Fall term because their teachers are in dispute. Bill Norris reports

Labour Day has come and gone, and America's schoolchildren are back in the classroom for the first time since June. Except, that is, in Chicago, Detroit, and a scattering of towns in Michigan, Pennsylvania, Ohio, New Jersey and Washington State. There, the teachers are on strike.

Teachers' strikes at the beginning of the school year, almost always inspired by pay disputes, have become an endemic problem in the United States. They would probably be even more widespread were it not for the fact that many states have declared them illegal. In Chicago, where there are 28,000 teachers in the nation's third largest public school district, there have been nine strikes in the past 18 years.

The Chicago stoppage, affecting 430,000 students, seems likely to be prolonged. The union is demanding a 15 per cent pay rise over two years, and the board of education claims it cannot afford to maintain the present salary schedule. The board, in fact, wants teachers to take a 1.7 per cent cut in their average salary of \$29,700 a year (\$18,000) - a request which has not been well received.

Previous Chicago strikes have been resolved by offers of cash from either the mayor or the governor of Illinois.

This time neither is willing to help - the state legislature having refused to raise taxes earlier this year. Because of this, says Mr Frank Gardner, school board president, the teachers' call for a pay increase is "not even worth contemplating". The union, whose governing body voted by 567 to 3 in favour of strike action, clearly disagrees.

In Detroit, 11,500 teachers are on strike over a 14 per cent pay claim, leaving 193,000 students idle. A judge has ordered both parties back to the bargaining table, but with the school board claiming a \$27 million deficit the chances of a quick end to the strike seem slim.

Altogether there are 10 strikes in progress in Michigan, where they are officially illegal, nine in Pennsylvania, and two each in Ohio, New Jersey, and Washington. Angry scenes have

Filthy lucre tempts truants to clean up their act...

Attending school in America can be a rewarding experience. For doing no more than sitting in the classroom and behaving reasonably well, some students can now expect savings bonds, trips to an amusement park, or free hamburgers. Those who actually study will probably fare better, with television sets, stereo outfits and bicycles among the prizes on offer.

The "bribe-a-child" movement is growing. Alarmed by high drop-out rates among students, and under public pressure to produce better results, an increasing number of schools are appealing to the profit motive to persuade children to stay in class.

"If you're not going to let kids get away, you're going to have to think of a lot of reasons for them to stay besides the law that says they have to," says Mr Bob Hansen, superintendent of schools in Napa, California. Mr Hansen's schools award gift certificates to youngsters with good grades and attendance records.

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Understanding the bullyboy

Within Europe, only the Scandinavian countries have extensively researched the problem of bullying in school.

Since 1983, Norway has waged a national campaign against bullying, and a further research project, based at the Stavanger College of Education, has been extended to 1988.

None of the 12 other countries which took part in a recent Council of Europe conference on the problem could report any significant research, however.

In the United Kingdom, research into deviant forms of behaviour had concentrated on disruption and truancy. Teachers from Spain and Portugal told the Stavanger conference that their languages had no word for bullying, although they acknowledged violent pupil behaviour.

The Scandinavian research has suggested that as many as one child in four

has suffered at the hands of a bully. Norwegian data indicates a decline in incidence as children get older. But when primary pupils transfer to secondary school, the incidence peaks.

Boys were found to be motivated by a quest for power and domination, while girls bullied out of a need for affiliation. Acts of bullying ranged from physical attacks to emotional intimidation by teasing, taunts and exclusion from the group.

Little evidence was found to support the view that either bullies or victims have discernible physical characteristics which cause them to attract attention. No correlation could be drawn between incidence of bullying and urbanization, size of school or class, or socio-economic status.

Dr Wynne Tattum

Firebug epidemic spreading

AUSTRALIA

New South Wales, like Britain, is plagued with fire-raising. In August, there were 12 school fires which caused an estimated \$5.5 million (£2.4 million) damage.

Since January, some 21 fires have been deliberately started, all for no apparent motive. One of the most recent, at Doonside primary school, was started by two six-year-old boys and a seven-year-old girl, and caused \$10,000 damage.

The seven-year-old, Jackie, said: "We were playing in the sand and we got bored." When asked why they had placed beer bottles in the burnt-out kindergarten rooms, the children said they hoped the bottles would make it look like teenagers had started the fire.

The mother of two of the children said: "When they came home (after starting the fire), I gave them a big spanking." The children have now been suspended from school.

Mr Rodney Cavalier, Minister for Education, has said he is convinced most fires are started by children.

Following the Doonside fire, the NSW government has said the matter of lowering the age of legal criminal responsibility is "on the agenda".

Mr Barrie Unsworth, NSW Premier, said there would have to be a review of the law which allowed children capable of doing damage to escape from any penalty because of their age.

Anne Susskind

MASTERMINDS



ARE YOUR PUPILS POTENTIAL MASTERMINDS?

Masterminds is a national science and technology team quiz played out between teams from BAYS - the youth section of the British Association for the Advancement of Science. Three 11 to 18 year-olds make up the teams, which compete in local, regional and national contests for the Masterminds title, a trophy, individual prizes and a purse of £500 which goes to their school or schools to provide science and technology equipment or books.

The competition, which is sponsored by British Gas, starts with Branch competitions in the Autumn term and regional heats leading to the final rounds on BAYSday at the London Zoo on Saturday 26 March 1988.

Are there bright sparks in your school who would like to start a BAYS Branch? You can obtain advice on setting one up from the BAYS office, Fortress House, 23 Savile Row, London W1X 1AB, telephone 01-734 8010 extension 343 or 344.

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NATIONAL CURRICULUM

NThe Government's plans for a common curriculum tied to regular public tests for every pupil have already proven their worth in Croydon, claims Donald Naismith (right), the borough's director of education. But as the brief period of consultation on these revolutionary changes nears its end it is clear that not everyone shares that confidence. Over the next three pages heads, administrators and curriculum pundits give their reactions to the Government's consultation document, *The National Curriculum 5 to 16*

Kissing frogs in Croydon

Croydon has had a prescribed curriculum for its schools linked to standardized assessment for all pupils, along the lines of the Government's proposals, and introduced for the same reasons, since 1983. So what lessons helpful to the present debate have we learnt?

As far as the curriculum is concerned, learning and teaching have not been narrowed and there has been no political interference as originally feared. On the contrary, learning opportunities have been widened through a broad foundation curriculum for all pupils at all stages; and subjects at risk from indiscriminate economy at a time of falling numbers and financial retrenchment have been protected.

The idea of core subjects in the Government's consultation document should, however, be rethought: it introduces the risk of over-specialization at the beginning of schooling just when we are trying to get rid of it at the end. In teaching there has been an explosion of experimentation and research and greater involvement of teachers in curriculum planning. Paradoxically, key teaching developments such as "language-across-the-curriculum", which languished during the days of *laissez-faire*, now have a real chance of implementation for the first time.

As far as content is concerned, the curriculum can, in my view, safely be described with a high degree of specificity: the more advanced education, the more detail is prescribed. There is no reason why we should not move straight to a national syllabus.

Curiously the word syllabus isn't used in the consultation document in its usual sense, apart from the context of the school-leaver, and the section of the 1986 Act in which it appears is to be superseded. Instead we have confusing references to programmes of study and schemes of work. The Government should be more specific here itself.

The return of the idea of subjects as discrete areas of knowledge, marking the end of the "areas of experience" approach, is to be welcomed, but attempting to allocate times to certain activities is likely to be a futile affair.

When all is said and done, however, the Government has simply drawn an obvious and long overdue distinction between who decides what children should learn (society) and who decides how children should be taught (teachers). The greater responsibility assumed by society for the curriculum carries with it great advantages. If society decides the ends it must will the means.

A prescribed curriculum in Croydon has already proved its worth in planning resources sensibly, in forming a contract between the education service and the public and in creating greater confidence among parents in telling them what we aim to do. This confers a far more effective power on all parents than seat on the governing body for some. In short, a prescribed curriculum is essential to the co-operation between all the partners in the education service we talk about so much.

Admittedly, restoring responsibility for the curriculum to society also carries dangers of undue political interference. Here the Government's proposals fall far short of what is required. There is a world of difference between local government and governors controlling the curriculum (the latter put in by R.A. Butler as a protection against interfering CEOs) and Whitehall, since local government is - or was - itself a powerful check on the centre.

Now this counterbalance is being removed. Academic freedom is essential to a free society, and nothing less than safeguards similar to those extended to the judiciary, the civil service and the established church will do. The Book of Common Prayer does not change with the Government nor should the national curriculum.

The Government sees safeguards against possible abuse in a number of measures, linking what is taught to the differing legal status of a variety of schools and allowing the i.e.s.a. policy to be modified, for example. If the curriculum is to be truly national, however, it must be offered in all schools on the same terms. The Government has again drawn a correct and long overdue distinction between the proper interest of society in securing the ends of education (management by



objectives) while leaving a freer rein to the organizational means whereby they can be achieved (management by objects).

But there is no reason why the national curriculum should not apply to all schools receiving public money or exempt from charges for independent schools being expected to "observe" the principles of the national curriculum and the city technology colleges to "adhere to its substance", whatever this distinction may mean, nor for allowing some governing bodies to

'You have to kiss a few frogs before getting the fairy prince'

modify a local authority's policy (but not the national curriculum) and for others merely to take it into account. A clear definition of what is meant by modification is needed. As far as we are concerned it confers no right on anyone to alter nor seek to alter the essential nature and purpose of the authority's policy.

A more sensible arrangement would be to insist that the national curriculum is followed in all schools, but then to give local authorities the power to modify it in all schools in their area to take account of local circumstances. The schools in turn should be given powers to modify the authority's policy to take account of their more sharply individual needs. Only in this way can one of the purposes of the national curriculum - providing a coherent programme of learning for children moving between schools and different areas and through different stages of education - be fulfilled, and a national basis provided for the idea of modification and the role of the local authority, which is to give a distinctive local perspective not possible at national level.

Turning to assessment, this was more difficult to accept for two reasons, in addition to the usual reservations which hedge every test, however good it is, about its accuracy, partially, value and so on. First, the apprehension that it would compound the effects of the prescribed curriculum and narrow learning; that assessment would determine the curriculum rather than the other way around and that teachers would "teach to the test". And second, that whatever the technical imperfections of the tests, their standardization would allow misleading comparisons to be made, and results misunderstood and used in a judgemental way unfair to the teacher or school.

Rather than for diagnostic purposes of benefit to the pupil, the aim of all but endeavour in the first place.

One of the criticisms of the tests used in Croydon's initial programme was that they were insufficiently related to the authority's curriculum, and this, it has to be said, was true. You have, however, to kiss a few frogs before getting the fairy prince.

This is really the classic no-win situation. If tests are insufficiently related to what is being taught, you are accused of time wasting irrelevance; if they seek to assess what is being learnt, you are accused of distorting the curriculum.

The fact of the matter is that once it is accepted that the curriculum should be expressed in terms of aims, objectives or attainment targets, it follows that there have to be means of assessing whether children are reaching them and are learning successfully.

Predictably, we concentrated at first on assessing reading and mathematics, where there are long and respectable histories of testing. Annual attainment scores are related collectively to the results of tests standardized in 1983 which provide a point of reference, and individually to the results of a test of general ability given to all pupils at the age of nine. This year we shall be able to attempt for the first time a correlation between the ability and attainment scores.

Three lessons have been learnt. One, it is important that the tests should relate as closely as possible to the curriculum being offered: teachers should and can be trusted to ensure that these do not unduly interfere with a pupil's learning in its widest and profoundest sense. Two, assessment should extend across all the foundation subjects: figure work in ballet is as susceptible to measurement as figure work in arithmetic. Three, the greatest attention should be paid during the earliest stages of designing and introducing testing to the ways in which its results and significance will eventually be conveyed to other teachers and interested people, in particular parents and employers.

In education it is difficult to say or write anything which is understandable to the layman and accurate to the professional, and this is especially true in assessment. The Government should take the opportunity to include professional communicators in their design teams now. Those using the education service seek answers to two questions: how is the pupil performing in relation to his or her ability and in relation to his or her peers; seemingly simple and obvious enquiries, but hideously difficult to answer.

Furthermore, if assessment is to justify the effort and cost which goes into it, its results must be used. This is itself difficult in accepting the

argument that if it shows the need for correction or remedial action this should be forthcoming. The Government should be firmer here and require authorities or schools to say what has been done about shortcomings revealed by assessment, however awkward this may be from the resource point of view.

But there is greater difficulty in accepting the results of pupil assessment have a real bearing on the evaluation of a teacher's, a school's or authority's effectiveness: yet this is inescapable since the purpose of all these individuals and institutions is to educate pupils and to demonstrate that this is taking place.

The Government accepts this relationship in its consultation document in all areas except teacher appraisal. Like the syllabus, that is another which failed to bark in the night. But I suppose it is too much to expect a blueprint for the future pattern of education in this country to acknowledge a link between teaching and learning.

It is also important that assessment should be objective as possible if it is to command confidence and to be of the greatest use to evaluate teachers, schools and systems, and the results should be reported in a uniform way which allows comparisons to be made. On both points the Government scores full marks. But it is disappointing that it has not been bolder in these other respects, and the opportunity taken to address the problem of the "bottleneck" created by the GCSE A level examination, now increasingly isolated by the Government's strategy towards a broader curriculum.

Eliminate the unnecessary duplication of the work of the five GCSEs; examine pupils by uniting them into a single national examination; and fulfil the expectations we have for our children with those of the education system of our competitor countries.

One of the most intriguing developments arising from our assessment programme, which will not doubt be encouraged by consideration of the Government's plans, is whether we are to attach so much attention to targets related to age rather than to those linked to ability, general or to a specific task. There seems to be an inherent, unresolved contradiction between the criterion-referenced systems of assessment and

'The national curriculum opens the way to selective entry to schools - it would be dishonest to pretend otherwise'

being extended on a national basis in the secondary sector bringing learning and employment together, and the age-related methods of assessment flowing from the early years.

The introduction of a national curriculum opens the way to selective entry to schools, which would be dishonest to pretend otherwise, but selection to a far greater extent is likely to arise within schools as "differentiated learning" moves on to an ability or task-related basis. The development may well head off the introduction of the greater number of selective schools, which fears have been expressed, and paradoxically locally confirm the state system in the comprehensive principle.

We all know from Cuckcroft of the extensive range of attainment in maths at the age of 11, the view endorsed for language development by the evidence of the School Curriculum Development Committee to the Committee of Enquiry into English Language Teaching (the Kingman Committee) that language development is not linear, suggesting that there will not be any significant difference between the kinds of tasks that pupils of different ages will be able to perform.

In that case the question clearly arises whether we should not be rethinking the organizational assumptions of chronologically-based learning, which have held sway for so long. As we are getting rid of Plowden, we might as well get rid of it at the same time. Let's face it, this is what it's all about, isn't it?

Donald Naismith is director of education in the London Borough of Croydon.

NATIONAL CURRICULUM

How the debate was lost



Bob Moon
'We have to put our own house in order'

The end of the national curriculum consultation period coincides, almost to the day, with the 30th anniversary of the launching of the Russian *Spunilk*. Among other things that event was credited with unlocking the funds which marked the beginnings of the curriculum reform movement. First in the United States, and almost immediately in Western Europe, a sense of purpose, even adventure, came to be associated with this new idea; the curriculum.

Those were heady days; Nuffield science and primary maths, the Humanities Curriculum Project, Schools Council History and other glittering names for those filled with the zeal to make things better and fairer. Curriculum study and theory grew from this, too heavily influenced perhaps by the US, but with some distinctive British characteristics.

Then it all began to slide. The OPEC crisis cut the funding. Premature evaluation of "take up" knocked political confidence. Curriculum workers became curriculum researchers and the search for academic and theoretical legitimacy left engagement with the world of schools a long way behind. Anyone who played any part in all that must reflect, in looking at the 34 pages of the national curriculum document, just how they have failed to have any impact on policy. And, if really honest, do they not also accept an equal failure to make any significant contribution to sensitizing public consciousness to the richness, complexity and excitement of children's learning. It is as if the last 30 years had not happened - and the studied reference to Callaghan and Ruskin in the consultation document reminds us painfully that this failure predates Thatcherism.

So one approach is to lay fire to the reasoning. There are plenty of targets. And why not? If the Government chooses to take an interest in curriculum then it must feel the weight of democratic criticism. But, at the same time, as the working groups move off and new institutions are founded, we also have to put our own house in order. We need to think carefully about how well-established, well-grounded and much-practised ideas are publicized and advanced. The right forums need to be found. The curriculum movement, for the most part, is no longer the property of projects or researchers but resides in schools.

Teachers, for example, have to think to what extent we have really taken parents and the local communities into our confidence. Ironically it is much easier to use the terms, titles and symbols of the old world while practising the new. Can we now explain if the rhetoric rebounds and makes our critique of published statements so unfamiliar in lay debate?

And so to some resolutions. The national curriculum debate is here to stay and, for the next few years at least, we need to engage with the

only that they know, but also that they can understand their knowledge and apply it? And how on earth, within this ludicrous strait-jacket of age and norm-related attainment targets, can we make proper provision for high-flyers, or those with special needs?

The folly of these proposals is that they are profoundly inhibiting to thinking schools. It was in such schools, after all, that each of the curricular developments here endorsed, from science for all to records of achievement, had their genesis, and it is in such schools that many equally valuable initiatives (like modular programming, for instance), will now be stifled.

My own school, for instance, has a personal education programme, negotiated with governors, parents and employers, that takes 20 per cent of the time in Years four and five. It is not an examination course: it is assessed by profile, and self-assessment is an important element in this. It involves, *inter alia*, careers education, work experience, health and physical education, computer literacy and citizenship. From 1989, presumably, it will be illegal. How can this legislation possibly contribute to "better schools"?

It may be argued that it is the unthinking schools that will improve. *TES* readers know that there are fewer unthinking schools than the Secretary of State, intent on destabilization, likes to pretend. In any case, the contention is absurd. Unthinking schools improve by being helped to become thinking schools - and if the Government ever gets round to evaluating TVEI (or even, which would not be too difficult, the performance of one or two real local education authorities, as opposed to the horror-comic i.e.s.a. of Weybridge mythology) this truth will be confirmed. You don't help schools to think by turning them into production-line machines, delivering a pre-packed curriculum to statutory quality control.

And that, I think, is one of the two great dangers of these proposals: not only that they will not improve our schools, but that they will actually make them worse. What we need, if we are to achieve better schools, is good teachers: teachers with intelligence, expertise, commitment, energy; teachers with a sense of vocation, a sense of responsibility and a sense of esteem; teachers who feel, in the fashionable jargon of management, that they "own the job". Without such teachers the best possible curriculum is no more than one lesson after another.

The proposed national curriculum is very far indeed from being the best possible curriculum. It is, after all, a medium for testing, not for teaching, and one of its fundamental objectives is to cut teachers, like local authorities, down to size. I think it is more likely to prove a disincentive to the recruitment of good teachers than a spur: and against this danger, even the second danger I perceive - that it gives to the Secretary of State for Education the powers of a Napoleon, and lays him open to Napoleon's fate - is almost tolerable.

Externally, it contradicts every protestation of partnership this Government has made, and it makes a nonsense of much of TVEI and GCSE alike. How on earth, in the 15 per cent or so of curriculum time (where choice of other examination subjects is to be left to the discretion of governors) can we fit in that provision for individual and social development, including "personal counselling and guidance... good careers education... personal and social skills, and problem solving" to which TVEI commits us? How on earth, under the bombardment of "nationally prescribed tests done by all pupils" will we meet the admirable expectations of GCSE that children shall be required to demonstrate not

THE NATIONAL CURRICULUM 5 to 16

THE GOVERNMENT intends to introduce legislation this Autumn to create a national curriculum for all five to 16 year olds in maintained schools in England and Wales.

The law will set out foundation subjects that are to be taken by all pupils during their compulsory education - English, maths, science, a modern language (except in primary school), technology, history, geography, art, music and PE.

English, maths and science will form the core of the curriculum. Primary schools will be expected to devote the majority of their time to these. Secondary schools will be expected to devote 30 to 40 per cent of their time to these core subjects and, in years four and five, 80 to 90 per cent of their time to foundation subjects.

Themes such as health education and information technology are to be taught through foundation subjects. Attainment targets will be set for the three core subjects for 7, 11, 14 and 16 year olds.

form and direction it takes. For starters, I resolve, to try to explain, in part through practice, and in ways that influence, the following:

□ That ability is a concept embracing the full range of talents, not just performance on the continuum provided by the grammar school curriculum;

□ That learning never follows the neat logic of philosophers;

□ That the historical divisions of knowledge bears no relation to the applications of knowledge, today or in the future;

olds. They may also be set for other foundation subjects but in art, music and PE there will be guidelines only.

Programmes of study for each subject will set out the "content, knowledge, skills and processes" pupils must be taught. Teachers will be free to teach these in the way best suited to their pupils.

National tests, administered and marked by teachers but moderated by the GCSE exam boards, will measure pupils' progress against the attainment targets at 7, 11, 14 and 16. Records of achievement are to be introduced nationally by 1990.

The Secretary of State will be given powers to require the publication of test results for individual pupils, classes, schools and local authorities as well as details of pupils' work.

The first programmes of study and attainment targets (in maths and science) are expected to be phased into primary schools in 1989.

□ That the content of learning cannot be divorced from the process of learning and that assessment must be integral to teaching and learning if it is to have any meaning;

□ That the ideal of entitlement is humane and fair but not in the form represented in this document;

□ That the implementation of a national curriculum should never, whatever the circumstances, humble any child before his or her peers. What do you resolve?

Bob Moon is head of Peers School, Oxford.

The end of a partnership



Michael Duffy
'Profoundly inhibiting to thinking schools'

If this were genuinely a consultative document I should have replied to its chief begetter that 20 per cent of it is potentially helpful, 20 per cent unexceptional, 60 per cent either foolish or dangerous or both. I imagine that most of those who have actually seen the document (and they are few) reply in broadly similar terms.

In that part which might in other circumstances be helpful I would place the endorsement of science in place of the separate sciences that have for so long unbalanced or distorted the secondary curriculum. I would also welcome the opportunity to rethink the nature and role of technology. I have long thought that the strange hybrid which is craft, design and technology has done a disservice to each of its component parts. And I would welcome the challenge to begin planning, for all secondary students, a foundation course in a foreign language.

As for the rest, the rhetoric of breadth and balance and relevance to the needs of adult life and employment is familiar. Shorn of its subtlety of norms, targets and testing, Mr Baker's frameworks looks extraordinary like the model that most schools follow now. That hardly justifies the rush to legislation.

The document is full of contradictions. Internally, it does not even touch the real curricular issues of the Great Debate. To HMI's "elements of learning", for instance, it comes no nearer than the vague assertion of certain "themes" that "can be taught through the foundation subjects". It cites health education in relation to biology; but biology is not listed among the foundation subjects. On creativity, it can do no better than to prescribe "a combined course covering (sic) art, music, drama and design".

Externally, it contradicts every protestation of partnership this Government has made, and it makes a nonsense of much of TVEI and GCSE alike. How on earth, in the 15 per cent or so of curriculum time (where choice of other examination subjects is to be left to the discretion of governors) can we fit in that provision for individual and social development, including "personal counselling and guidance... good careers education... personal and social skills, and problem solving" to which TVEI commits us? How on earth, under the bombardment of "nationally prescribed tests done by all pupils" will we meet the admirable expectations of GCSE that children shall be required to demonstrate not

A leap backwards



Chris Davis
'Real education is about self-confidence'

The most perturbing element of the proposed national curriculum is the compulsory testing of all children, in core subjects at the ages of 7, 11, 14 and 16, and the mandatory publication of the results in various forms.

As a primary head, I have no problem in accepting the need for a certain amount of regular, standardized testing. Every head needs to know how his school is performing and such tests, if carefully and thoughtfully applied, can offer a reliable yardstick.

They can also help identify particular strengths and weaknesses and monitor the year by year progress of individual children, although the class teacher's professional assessment is often more reliable.

Occasionally there may be value in sharing a child's test results with his or her parents (and all parents must be given this information on request). When there is concern about a child's progress a face to face interview, where test results can be put into context, can be helpful.

The national curriculum proposes a very different kind of testing to that outlined above, however. The consultative document actively encourages tutoring to the content of the test. This really is a frightening leap backwards.

Some children will undoubtedly appear to succeed, as they are force-fed with a narrow and constantly repeated diet of practice tests and test-based exercises. The schools indulging in such methods will appear to be performing very well and will probably rise in parents' esteem.

But how will these children react to the real world, where life presents problems and situations in a whole variety of different and very practical ways? Will they have the ability to transfer their theoretical, abstract knowledge? Will they be able to solve problems and apply the most appropriate logic and knowledge in every situation? Will they have the skills, or the motivation, to look up information for themselves or to plan, conduct and analyse critically their own experiments? If all they are taught is how to do well at the national tests then it is highly doubtful.

Real education is about self-confidence, self-esteem and practically useful skills and abilities. It is not about learning how to jump through certain specified hoops on four set dates during a school career.

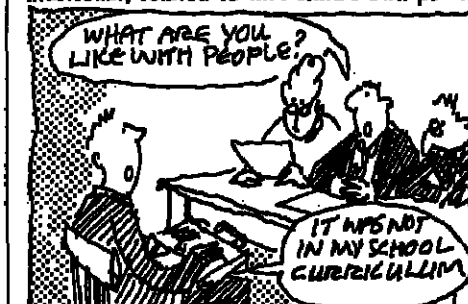
What reason is there for mandatory publication of individual, class, school and authority test scores, including averages and percentile breakdowns? Why should parents have any right to, or valid interest in, the results of any child other than

their own?

Averages, by definition, will mean that about half will be labelled "below par", however high that par may be in real terms. Averages distract attention from standards which improve year by year. The average may rise but the number below it cannot. This will breed unwarranted, but understandable, dissatisfaction among parents, result in the unjustified public humiliation of many thousands of children and undermine the self-esteem and professional standing of hundreds of dedicated teachers. Is this a recipe for progress?

Are we to witness parents demanding changes of teacher, class, school or even authority purely on such unreliable information? And what price continuity for the pillar-to-post pupil? What hope is there of the better teachers willingly taking the difficult classes who need them most? What chance of survival for the social-sink school struggling to improve the lot of its children?

The information of most value to teachers and parents is the year on year progress made by each individual, related to that child's own potential



and previous performance. A four-year gap between tests rules out any constructive application of results.

Setting nationally published "targets", envisaged, rather optimistically, by the Government as being "challenging at all levels" while still "stretching and stimulating the most able", may seem commendable but will brand as failures all low and middle ability children, many of whom will be achieving as much as should be expected of them. These children have much to offer. Many are certainly not achieving what they could. But they need praise and encouragement, not denigration.

It is naive to expect that publishing averages and targets, unattainable by the majority of children, will encourage that majority to work harder or achieve more. It is far more likely that they will reject the society that has rejected them and become the disenchanted youth of tomorrow.

Chris Davis is Head of Quenborough primary school in Leicestershire and a member of the National Council of the Association for the Study of Curriculum.

NATIONAL CURRICULUM

View with suspicion



Martin Rogers

'The heresy that facts make education'

The national curriculum has all-party support and, according to MORI, a narrow majority of the public's approval. For this reason we should view it with some suspicion – and with great care.

Two matters are of supreme importance: the curriculum's content and the means by which the agency which will ultimately be in charge of the curriculum and its evolution, can be made responsive to national needs and independent of party political pressure.

We are told in the consultation document that the curriculum will be backed by law "but by law which provides a framework not a strait-jacket". This laudable aim is not entirely conveyed by what follows.

No doubt everyone will have his or her own ideas on what subjects should be in the curriculum. There will also be much national common ground. I doubt, for instance, if many would object to mathematics, English and science forming the core of the curriculum. And yet to leave it at that reflects the greatest of late 20th century heresies. That it is facts and not information that make the foundation of education, rather than beliefs and values.

Of course the technicalities of language and number are essential tools for anyone living in our time. But our perspective of life and its values are surely of more importance. Religious education provides a considerable challenge to schools today, not least in our multi-faith society, but this must not deter us. The fact that it is difficult does not mean that it is unimportant. Quite the contrary.

Where the foundation subjects are discussed in paragraphs 13 to 15, religious education is relegated to an additional subject which might be included for GCSE. My first point is that education in beliefs and values must be part of the core curriculum. It is more important than mathematics, English and science.

My second point concerns this odd subject technology. No one doubts that technology is of considerable importance. But that is far from saying it is a viable school subject on an equal footing with history, geography or science. Personally I doubt it.

Technology would be better taught under the headings of science with which it has close links, and of design, where it can be integrated with practical work. Indeed it is design which deserves more prominence. Design (or craft, design, technology) has the makings of an educational subject of considerable and unique value. Design can add something to the curriculum which is not there at present.

Divide technology into science and design and you relieve the proposed curriculum of 10 per cent of its load. The provision of 75 to 85 per cent of compulsory subjects is a strait-jacket. Knock this down to 65 to 75 per cent and it becomes a little more like a framework.

Even so, the curriculum looks much like a grammar school curriculum for the top 50 per cent of the ability range. Are we sure that this is suitable for the lower 50 per cent? I doubt it. Is French, for instance, a suitable subject for those who find English hard enough to master?

The Secretary of State proposes to set up a National Curriculum Council. It appears that this body will have advisory status only. We must hope that the Council will be given the necessary power to maintain reasonable continuity of curriculum in the face of political change. It must also have the means to keep a momentum for steady development and adaptability.

Mr Baker is to be congratulated on the energy and determination he is showing. Will he please listen carefully to what his friends in the educational system are saying?

Martin Rogers is chief master of King Edward's School, headmaster of the Schools of King Edward VI in Birmingham and chairman of the Headmasters' Conference.

The Baker axe



John Mann

'It may not be education but it will be efficient'

With a package of defined targets for the pupils, programmes of study with some common elements, and prescribed tests at the ages of 7, 11, 14 and 16, teachers will be free to concentrate on efficient instruction, and will clearly have time to set the national tests. These tests will establish every pupil's performance in relation to his peers. Published summaries will show where every school, and every local authority stands.

Others will be quick to point out some of the problems. There are also some clear benefits. When HM Inspectorate come to rewrite *Ten Good Schools* we shall all know which are the top schools. And when it comes to allocating merit increments, pupil performance will provide irrefutable evidence to justify the governors' choice. We all await the first generation of Stakhanovite teachers, outstripping the performance norms.

It may not be education, but it will certainly be efficient. The whole package of targets, programmes, assessment and public information, is a model which Ministers might like to adopt for other public services like prisons, health and the army. Later on, perhaps Gas, Electricity, and the Post Office might follow.

In the meantime there are one or two points the Secretary of State should consider as he fashions his tablets.

Does this model of the curriculum correspond to what we want to know about the growth of young children and how they come to understand their world?

Why is there no mention of careers, economics, morals, politics, the environment, and many

other themes relevant to adult life and work? Why do the limited references to literature, art and music, say nothing about fostering the expressive arts of promoting emotional development?

Does this model of management correspond to all with what Peters and Waterman and others have told us about the factors which make a business successful?

Where is the scope for half a million teachers and many others working in and for our schools to use their imagination and creativity?

Unhappily, these and many other questions have eluded the Secretary of State. He reminds me more of Lizzie Borden than of Fred Clough.



between an axe and a sculptor. Kenneth Baker with an axe: Hit the teachers forty whacks. When he saw what he had done, He hit the service forty one.

John Mann is director of education in the London Borough of Harrow and was Secretary of the Schools Council in 1981 when it produced its suggestions for the common school curriculum. The Practical Curriculum.

Bureaucratic benefits



Maurice Holt

'If not efficient, then cheap'

The curriculum pupils are to have prescribed for them puts the clock back to the last century. Subjects reign supreme, for subject knowledge will define both "the clear objectives" of schooling and the means of assessment. Testing will be "appropriate", but also "affordable" – a chilling echo of Robert Lowe's promise, in 1862, that if payment-by-results were not efficient it would at least be cheap.

There is no mention in the national curriculum proposals of pupil-centred elements like humanities, politics or social studies, and only 10 per cent of time is available for "art/music/drama/design" as a "foundation subject" in years four and five. Compare this with the allocation, in Japanese upper secondary schools, of 20 per cent to social studies (including politics and contemporary society) and as much again to art (including music, calligraphy and the fine arts). Japan has the world's most successful economy, and yet Mr Baker's proposals claim a comparison with "competitor countries".

Neither will teachers benefit, for their task is merely to apply "professional skills" to the delivery of a statutory body of knowledge, monitored by the results of testing which can readily be linked to a national system of teacher appraisal. The use of the word "skills" to describe their work reveals all: teaching is not for professionals, but for functionaries.

This utilitarian emphasis is already evident in initial teacher training, as a result of the 1983 White Paper, *Teaching Quality*. Little wonder that there are currently nearly 2,000 unfilled places on polytechnic and college courses. Behind the rhetoric about raising standards lies the sombre fact that since 1979 Government policies have made teaching less and less attractive.

But there is more to it than this. The entire document is steeped in the mechanistic assumption that schools can be run like bloodless factories providing the skills and technology which are

needed by clear objectives and precise assessment, the right product will roll off the assembly line. The approach requires an attendant army of officials and inspectors; indeed, it is the bureaucrats who will be the real beneficiaries.

Yet it is on this central assumption that the scheme will founder. For curriculum problems – the problems of deciding what to teach and how to make it work in a classroom – are not susceptible to mechanical solutions. The evidence from American attempts to reform the curriculum by objectives and procedures is perfectly clear: the Rand study of the Kennedy-Johnson "great society" programmes concluded that "the problem of change is more a function of people and organizations than of technology".

Hence the swing in the United States away from the doctrine of competency-based teaching and objectives-based testing, towards promoting the culture of the individual school and a more liberal approach to curriculum experience. Hence, too, the Carnegie commission's recommendation that the US must invest in totally professional, liberally educated teachers if its schools are to match the aspirations of the nation.

Because of doubts about bureaucratic planning in education at a time when plural values in society make local judgement ever more important, countries like France and Sweden are trying to unscramble the centralized omelette and reinvent individual schools, just as Mr Baker is setting out to destroy the post-1944 settlement based on partnership and trust. For the proposals make mention nowhere of democracy: there is scant scope here for schools to develop institutional practice from shared values and local understandings. Any innovation, we are told, "will need to be piloted" through the strait-jacket of committees and quangos.

The idea of the common curriculum, as some of us have sought to develop it, is poles apart from Mr Baker's national curriculum. It is about offering all pupils the chance to understand our culture and critically assess it. It seeks to encourage diversity and foster the talents that shape character. It is about access, not control; about variety of outcomes rather than the dreary reproduction of subject knowledge. And crucial to it is the notion of the school in its community, drawing on that narrative an institution derives from its past so as to make socially rooted judgements about an unpredictable future.

Maurice Holt is director of the Ten Schools Professional Programme at St Mark and St John College of Higher Education, Plymouth. His books include *The Common Curriculum* (RKP 1979) and *Judgement, Planning and Educational Change* published last April by Harper and Row.

A drastic remedy



Dennis O'Keefe

'Daring to articulate the shameful truth'

The Government's proposals represent a drastic break with the English and Welsh tradition. The move from the lightest conceivable advisory role in curricular matters, to a detailed prescription and surveillance means the decade of drift are over. An educational version of the corporate state is in process of very rapid construction.

One cannot but wish the Government with all the great unmentioned background truths here is the parlous state of our schools. At the same time there are grounds for the greatest alarm. The reasons given in the consultation document for these far-reaching proposals are very slight. It is alleged that, though many authorities and schools have moved towards a good curriculum for pupils from 5 to 16, "some improvement is not enough. We must raise standards consistently and at least as quickly as they are rising in competitor countries".

Some schools are up to the curriculum mark, "but not for all their pupils. Many schools offer something far less good". The mild words do not suggest a condition requiring draconian changes. Yet the whole system is to be remorselessly tightened up, regulated and set specified tasks. Only the pedagogy will remain the prerogative of the teachers. They will retain the right to teach what they must teach in the way they choose.

The first worry is this slip between official diagnosis and the prescribed cure. The Government is simply being dishonest. Obviously its major charges against the educational establishment cannot form part of this kind of document. The fact is, however, that the Government has nowhere dared to articulate the shameful truth which has left that task to outsiders who have often been cruelly reviled for it.

We have not heard from the Government about illiteracy and innumeracy, the weak and drifting ethos of the system, the suborning of

The national curriculum proposal courts failure in various ways but its gravest fault is defective vision. The focal depth is too shallow, tending to lose background and foreground. Some recognition may be intended towards the economy and its workforce (even if careers education has been lost) but there is no sign that anyone has asked "what will be the fundamental concerns of almost all people in the 21st century".

At one end of the scale these will be, global and environmental and of incalculable significance; but our descendants will also have homes and families, they will be parents and children. They are entitled to every possible preparation for sustaining the fabric of their human society, at every level, against a bewildering range of pressures.

I find this document uninterested in certain aspects of human life about which (I tread carefully to give no offence) the views and accumulated experience of women should be particularly influential: namely, all that makes for the well-being of people, their relationships, of their homes and families.

The imprecise magic of "technology" is embraced with zest: yet the known, tried and basic relevance of home economics is no more than a "popular subject". Is it because the skills of the home are the stuff of every day, and taken for granted, that they are not seen to be indispensable?

So grave an imbalance can be simply righted, first by adopting the broadest possible definition of "technology", and by accepting that time must be allowed for courses directed towards personal development.

Cross-curricular "themes" cannot satisfactorily be left, in the secondary school, to be taught solely through the foundation list "without crowding out the essential (sic) subjects". This thinking is either ill-informed and slipshod, or plain dishonest. Is health "essential", or is it not? What price "Aids across the curriculum"?

The truth is that for health and sex education, personal, social and careers education, moral and political education (the list is from the DES's own *Better Schools*) a measure of expertise is required and a guaranteed share of resources.

The DES offers for comment a possible

whole local education authorities by strange Marxist cults or the destructive role played by some of the teachers' unions. If the Government had sounded the alarm more on these matters it would not be faced with the problem of proposing monumental changes on the basis of exiguous complaints.

The second problem is: who is to produce these changes, who is to serve on the new National Curriculum Council, on the new School Examinations and Assessment Council, on the Subject Working Groups which will fix the appropriate contents of the foundation subjects? The answer is: mostly the same people who produced the current shambles.

On the key question of monitoring we specifically learn that there will be further consultation on the division of responsibility between HMI and local authority inspectors. The whole wormy dynasty of syndicalists, the "experts" who have battered on to education, are being commissioned to manage the changes.

So, the people who abolished grammar, spelling and syntax, who turned maths into a toytown mechanics, who told us that our history and culture were shameful and we had better learn about everyone else's instead: all these are to be asked to re-establish the popular consensus.

There are many good inspectors and advisers, many excellent teachers, many sound curriculum specialists: but they did not prevent the general slackness or the frequent subversion of education. Are these the right people for Mr Baker's great purpose?

Worse still is the political economy of the changes. All the economic successes since 1979 have come from shifting power to the consumer and trusting markets to do the rest. There are useful consumer-oriented changes in the educational proposals – the great increase in published information about children's progress is one. Mostly, however, this is an attempt to force things from above. It is already causing resentment.

The Government should have considered financial changes, such as tax reliefs which would allow more parents effective rights of exit from the system. This would create competition and generate efficiency. The Government believes in capitalism. Why then does it favour coercive education? The surest advantage of markets is that they cannot be controlled politically. If we are to have political control, however, its only proper exercise is by the elected Government. Can Mr Baker ensure this?

Dennis O'Keefe is senior lecturer in the Faculty of Education at North London Polytechnic & editor of *The Wayward Curriculum* published by the Social Affairs Unit (1986). He is a writer and

Defective vision



Peter Cornall

'Ill-formed, slipshod or plain dishonesty'

allocation of time to "subjects" in years four and five, where the time constraint has always been felt most severe.

Religious education, a statutory requirement, should be shown as a foundation subject, at a minimal 5 per cent. This would show clearly that only one 10 per cent slot is free for any additional subject.

What is "technology"? An instant subject? Or an attitude and an approach? Only a very wide definition can justify the time allowed; and this must include the applied skills of those women teachers who have for generations provided the "technological" education of girls, working with food and textiles. Without these women, few schools will be able to provide 10 per cent "technology" to all pupils. The membership and briefing of the subject working group are all-important here.

Sympathy with the aim of modern language for all will be lost by a refusal to acknowledge the enormous need for research and resources to achieve it.

The "and/or" approach to geography and history, within a single 10 per cent slot, is deficient in logic, and limiting the possibility of integration to these two subjects alone is simply inexplicable. The complementary need for economic, environmental, political and social understanding must not be ignored, even if this means a more complex integration (perhaps modular) with assessment to

Fundamentally flawed



Denis Lawton

'Important areas of human experience neglected'

Along with many writers on curriculum theory, I long ago came to the conclusion that some kind of national curriculum was desirable. Some of the arguments in favour are set out in the consultation document but mostly it ignores the debate on curriculum which has taken place over the last 20 years.

I have two specific complaints. First, the draft is entirely subject-based in its thinking. Second, important areas of human experience such as politics and economics are almost completely neglected.

There is nothing wrong with subjects provided they are treated as means and not as ends. Virtually all the enlightened views on curriculum planning are now agreed that subjects should be regarded as important only if they help to reach other objectives which, in turn, have to be justified.

Geography can be justified not because it has always been a school subject (which is untrue) nor because geography develops certain mental faculties, but because geography assists in the development of a child's understanding of the world and his or her position in it.

Subjects are a useful way of organizing the work of teachers. Teachers are educated and trained within subject disciplines, and it is important not to de-skill in the process of curriculum reform. But they have to learn to apply their knowledge in ways which stretch far beyond single subjects and inevitably cross subject boundaries.

All this is ignored in the consultation document; no justification is put forward for the selection of the foundation subjects; no argument put forward to give priority to the core subjects; no attempt made to relate subjects to wider objectives.

This outdated emphasis is related to my second main objection: the neglect of important areas of children's development. There is little or no mention throughout the document of moral education, social and personal development, economic and political understanding, well-being, which have been paid a good deal of attention by

match and appropriate working group membership.

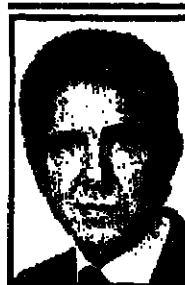
Only 5 per cent for physical education could be less damaging where circumstances allow a rich variety of out-of-school activities: the loss would be most felt where the needs were greatest. Greater social investment through other agencies, such as the Sports Council, may be the only way to guarantee adequate opportunities for all, and to prevent the under-use of costly facilities.

"A curriculum ought to be built around the great issues, principles and values that a society deems worthy of the continued concern of its members." It seems unlikely that our authors know these words of Jerome Bruner. On the other hand, perhaps they have been following his counsel all along, and their vision of greatness, worth and concern is all here, and they are proud of it!

Peter Cornall is senior county inspector in Cornwall and a member of the Council of the Centre for the Study of Comprehensive Schools.



Can we complain?



Mark Hewlett

'Education too important to be left to the educators'

The Secretary of State has a mammoth task to persuade the profession to collaborate. Having invaded their territory he now expects them to act as mere instructors peddling the flawed policies of others. This is less a criticism than a warning: we don't want to start another year with colleagues who feel their status and motivation has been yet further reduced.

Before the criticisms pour in let us recognize that no one in the profession can unreservedly complain. If the politicians came to the conclusion that education was too important to be left to the educators, hear in mind the massive input of public resources, education's failure to demonstrate significant improvement of standards, poor marketing, uncertain professional leadership, and the fact that every year youngsters leave school ignorant of much they might reasonably be expected to know and lacking skills that could have been acquired in 11 years of schooling. Simply complaining won't do. Constructive alternatives are required – and soon.

I am not against monitoring pupil performance at different ages. Indeed, I favour the setting of appropriate targets and incentives. Many will be pleased to see the inclusion of records of achievement. A reflex, anti-testing reaction will be dismissed as naive and the sort of soft-headedness that hard liners think is at the root of all the trouble.

A great deal can be constructively tested. But good assessment is sophisticated and expensive, as GCSE has shown. "Affordable" testing is likely to be inadequate. What has been wrong is that the tests have distorted the curriculum and tended to focus on the easily measurable. Perhaps, at last, curriculum developers and testers will get their act together by looking sensibly at objectives.

Giving more information to the public is desirable if it promotes a "fruitful" dialogue between schools and the public they serve, but we should beware of giving out misleading raw data which can unfairly damage, even destroy, excellent schools doing their best in difficult circumstances.

Most attention will focus on the list of compulsory "foundation" subjects. Few will object to English, maths, sciences, technology, the arts, physical education. But a foreign language for all? The organizational and resource implications are staggering and the Secretary of State will expect nothing less than a fight to the last ditch over such decisions as giving history and geography precedence over other social sciences and other humanities subjects.

What criteria and guidelines were used to determine the list of compulsory subjects? The least that an informed and sophisticated professional body requires is rational argument. The imposition of unreasoned prejudice will see the best educators deserting the ship.

The national curriculum's aims to give pupils knowledge, understanding, skills and attitudes to equip them for the responsibilities and challenges of adult life and tomorrow's world – will be widely supported. But in order to achieve them you need carefully to work out as precisely as possible what knowledge, concepts, skills and attitudes you want to develop.

It isn't good enough to fall back on to a somewhat arbitrary list of subjects without specific reference to these aims. The disconnection between aims and curricular plans seems to be the endemic disease of curricular planning in this country and unless amended, the national curriculum will show that in the late 20th century the policy makers still couldn't get out of the ruts of traditional thinking that has dogged education throughout the century.

Mark Hewlett is head of Quorn Rawlins Community College, Quorn, Leicestershire, and author of *Curriculum: A Servant Society*, published by Newshead (1987).

Review

Goodbye to all that

Michael Church looks back over 15 years as
Literary and Arts Editor of *The TES*



resource-based aspects of distance-learning – all of which amounts to pretty much the same thing: editors, even caring and conscientious ones, hesitate before sending them out for review).

Paralysis – of that fine understanding generation who roared so happily as students in 1968, and who are today's greying advisers and senior lecturers – has set in. The anti-racist and anti-sexist brigades are at last dimly aware that

their humourless stridency has lost them the propaganda war, but what next? They've no idea; they're stumped. For the time being the devil has not only the best tunes, but also all the vigour and initiative.

If publishers are plumbing new depths of illiteracy – we are now actually sent books designed to facilitate a mysterious activity called "self-learning" – our reviewers are getting better and better (well, I suppose I would say that). A

quick glance through a *TES* picked at random from 1973 discovers a clutch of young literary names which are now extremely famous, and their reviews then were certainly good (better, perhaps, than their reviews elsewhere now – as novelists and poets they've acquired a pontifical arrogance which tends to upstage their ostensible subject). Our current reviewers are no less stylish – some may turn out to be the glitterati of the Nineties (assuming literary London doesn't disappear up its fundament before then) – but these take the dialogue between the paper and its readership far more seriously.

Most of our reviewers are of course either teachers, academics, or "specialists", though a small but select band are mere writers, prized for their force and eloquence. Colin MacInnes was for two years our chief reviewer (how he would have derided the cliche-society shenanigans of *Absolute Beginners*). He demanded cash on the nail each week, button-holing us with stories like the ancient mariner he was, and in the end went out with style and courage, writing poised and powerful articles until death was only hours away. Will the next Colin MacInnes please stand up – but only those who combine erudition, dazzling competence, ceaseless curiosity, and the provocative stance of the permanent outsider should apply.

'The louder the chorus of professional disapproval, the more likely you are to be on to something interesting'

Some of the most exhilarating moments of the last 15 years have come when particular articles have set the cat among the pigeons – one thinks of Robin Duss's exhortation of the media studies brigade, or Professor Julius Gould's subjection of the Open University's half-baked "Schooling and Society" course to a well-merited blitz. The louder the chorus of professional disapproval, the more likely you are to be on to something interesting.

But the best moments have been constant. Stray articles on seemingly out-of-the-way subjects which suddenly bring a new world into high relief: celebrations and appreciations. The inauguration of the Information Book Awards, and now also the TES Schoolbook Award. The inauguration of new columns – Lingo, led by the spunky W S Brownlie from north of the Border, and also the Lit 'Comp, its frequency now doubled in response to popular demand. There is a great deal of cleverness lurking in Britain's staffrooms, and these columns regularly wrinkle it out. Dull pedagogues, whether in colleges, county halls or inside the DES, have had – and continue to have – far too much influence on the educational debate. It's been a real pleasure to stick thorns in their sides.

Next week Michael Church joins *The London Evening Standard* as Assistant Editor. He will be succeeded at *The Times Educational Supplement* by Heather Neill.

work. Superheroes are just as legitimate a vehicle for that type of expression as anything else.

However, there are doubts being voiced that an adult reader will be able to take these characters in their "long underwear" seriously. Paul Gravett, editor of the British avant-garde comic *Escape*, comments, "However many other levels there are in *Watchmen* and *Swamp Thing*, they still unfortunately suffer from being self-referential to the world of comics. They don't translate easily to the general public who see them as monster comics or superhero comics. Spiegelman with *Maus* is going to reach a lot more people with his connections to the real world." Alan Moore himself concedes that the future of comics as a recognized artistic medium is far removed from the superhero comics in which he served his apprenticeship: "In terms of establishing an artistic ground for comics, I agree that *Maus* is a landmark. But in terms of the future of comics, I'm more interested in realism for the future myself, but I wouldn't want to preclude fantasy for other people."

The main problem seems to be the inability of many comics creators to conceive of material outside the established genres of popular fiction. While there have been numerous comics dealing with historical adventure, romance, cowboys, war and science fiction, there is little work that could be seen as belonging to the general fiction category (Spiegelman's and Eisner's stories are notable exceptions to this). Alan Moore does not see this as a limitation imposed by the form itself, but just as the failure of imagination of the people working within it. His future plans include exploring the possibilities the comic book offers

R for revolution

The Jaguar Smile: A Nicaraguan Journey. By Salman Rushdie. Picador £2.95. 0 330 29990 5. *Fascism in Britain: A History, 1918-1985*. By Richard Thurlow. Blackwell £16.00. 0 631 13618 5.

The hero and narrator (let us call him R) of Salman Rushdie's latest fiction is a successful English-educated writer of Indian origin. The setting is a small Central American state called (rather confusingly) Nicaragua. Here a virtuous leftist régime defends the Revolution against a counter-revolution conjured out of thin air by a huge, malign Northern neighbour. At least, that is how R sees it. As pompous, sententious and innocently conceited as poor Kinbote in *Pale Fire*, he is likewise the constant butt of the text's wicked irony, being the perfect specimen for all his efforts at scepticism, of Lenin's "dead-mute" or "useful idiot".

From Shaw and the Webbs to the present, such people have been a priceless asset to tyrannies (usually of the left). To be useful an idiot needs three things: first, access to the Western media; second, relative ignorance of the régime to be cried up; third, a quasi-religious disposition to ignore, excuse or forgive almost any of its cruelties or shortcomings.

R begins by celebrating (to him) significant fact of his son's birth exactly one month after the Revolution. "I've always had a weakness for synchronicity," he explains, with disarming irrelevance. His critical faculties doze on similarly undisturbed when the revolutionary government, through a "front" organization, invites him to Nicaragua. His account of the ensuing freebie owes much, by the look of it, to Paul Hollander's exhaustive study of totalitarian hospitality, *Political Pilgrims*.

One thing that amusingly emerges from his constant denials is that the communists, true to form, have hijacked the Revolution. "The land was owned and farmed by individuals," R recites dutifully, "and the government's role was limited to supplying them with power, water, health care and distribution facilities." So bottomless was the government's benignity that it "even neutralized the *times*, as a supplier of labour." Ponder those italicized expressions. If that's R's "mixed economy" (Mr Rushdie implies), who needs socialism? And when it finally arrives, will it have been more fun for a farmer to be starved, rather than beaten, into submission?

R's style varies appropriately between Topsy and Tim for the politics (those were things Mary was trying to change with her health care programme) and Graham Greene for the topography, as also for the wooden, curiously unseeing descriptions (someone "saunters toothlessly by", "the downpour became a pin-cushion [I] stabbing into my face"). Wherever he can, R resorts to Spanish. No banalistic "peasants" for him, but romantic (and semantically identical) *campesinos*. Sometimes, dumbfounded by the flagrantly unremarkable, he can manage only disc-jockey superlatives: "A party, like B's cooking, is 'great', coconut bread is 'sensational', D's

dancing is "magical", and so on. R is morally more demanding than your average grudging democrat. "For the first time in my life," he announces impressively, "I had come across a government I could support." So when these "men of integrity and great pragmatism" (where have we heard that before?) close down the sole privately-owned, and already wholly censored, newspaper, R can only bleat pathetically on about this being some silly, utterly inexplicable "mistake". A paralysed victim of the so-called "Contras" unexpectedly tells him, to his minders' faces, that the Revolution stinks. What he sees, though, is not a bitter, defiant young woman, who, having lost everything, has no more to lose by telling the truth, but simply more circumstantial evidence for what must be his hosts' saintly toleration.

Scenes like that vividly recall us to the real Nicaragua. There, like it or not, the Contra armies are led by liberal-constitutionalist ex-Sandinistas, who oppose their former comrades' attempt to turn the country back into a dictatorship, and a Muscovite one at that. Historical facts, of course, are irrelevant to Mr Rushdie's purpose. Judiciously introduced, however, they could have lent extra weight to his satire. Instead he rather weakens it by suggesting, with his publisher's collusion, that the hero, R, may after all be himself, and the work a sincere documentary. But in such matters whimsy is surely out of place.

Fascism in Britain is guiltless of any such lapses, being a relentless drizzle in inoffensive bureaucratic, de names and dates. Its compendious data are not without interest or value to the reader prepared, unlike the author, to interpret them. If you want to know, eg, who belonged to which *groupuscule*, and what its specific articles were, Mr Thurlow will tell you. But to bring the facts to life: to characterize a person or a movement; to explain what brought together, from all political quarters, all sorts of scoundrels, shopkeepers, suffragettes, unemployed people, aristocracy and riff-raff; to tell us whether the doctrines and the people have changed, and if so how and why; these lie largely beyond Mr Thurlow's chosen remit. One almost sighs for a bit of old-fashioned Marxist scholarship, for, though baffled or refuted by so obstinately classless (and varied) a phenomenon as "fascism", it at least addressed the real issues.

An enjoyable feature of the book is the photographs. Colin Jordan's sheepish grin as his bride performs a Hitler salute is priceless. So is a posed shot of Mosley at his desk. The Man of Destiny seems to be trying, for some stern occult purpose (telekinetics?), to focus on a point inside his own head, his pince-nez perhaps. Apart from the severe squint thus induced, he could pass for a perfectly normal warworker, representing (say) a cross between a stage hypnotist and a demented brush salesman. Why are there no laughs to be had from Communism? Perhaps the waggish Mr Rushdie can tell us. Is it because, unlike "fascism", it is still a force to be reckoned with?

R A D Grant

French classics

Jean-Paul Sartre and Albert Camus are among the very few modern French writers whose work has been extensively translated into English. Sartre's trilogy of novels dissecting French society in the late Thirties and the "phony war", *The Roads to Freedom*, Eric Sutton (*The Age of Reason and The Reprieve*) and Gerard Hopkins (*Iron in the Soul*), an attractive hardback edition, published by Hamish Hamilton (£12.95 each). The same publisher has also brought out Camus'

classic modern fable *The Plague* (translated by Stuart Gilbert, £11.95).

John Calder's list of International Writers is a tribute to a remarkable publishing enterprise. Louis Aragon's *The Libertine* (translated by Jo Levy, £11.95) has recently joined the "French Surrealism" series and a paperback edition of four stories by Louis-René des Forêts, *The Children's Room* (translated by Jean Stewart), offers an introduction to an unusual writer, whose work, though associated with the New Novel, is more accessible than most experimental writing of that type.

Robin Buss

The enduring superman

continued
as a medium for journalism and perhaps even erotica.

Such topics unfortunately seem far from the minds of the comic book junkies who populate comic conventions. One particularly revealing moment during UKCAC came when a panel of illustrators was asked to discuss "Comics As Art". They flour-

ished for the best part of an hour in the attempt to establish an acceptable definition of art, and the discussion was finally brought to a close by the chairman who dismissed the topic as "nonsensical and irrelevant". It seems as if the comics medium is going to have a lot of problems shaking off the tag of "silly kids stuff", and perhaps deservedly so when writers like Mike Baron can proudly announce to a cheering audience: "I love pop culture action, monsters, King Kong, superheroes. We love superheroes!"

BOOKS



Tension in the streets of Hamburg in 1930. Curt Querner's painting of "members of the class-conscious proletariat" is reproduced in *The Weimar Years: A Culture Cut Short* by John Willett (Thames and Hudson £9.95).

Red between the lines

Pravda - Inside the Soviet News Machine. By Angus Roxburgh. Gollancz £16.95. 0 575 03734 2.

This is a most interesting work. The first part, that describes the technical side of *Pravda*, how it is put together, how the news is selected, how slanted, and so on, should be required reading for anyone dealing with Russian affairs for whom *Pravda* is a source of information.

The book begins with a short history of *Pravda* from 1912, concentrating especially on the changes which took place in it after 1917, as the victorious Bolsheviks under Lenin destroyed the freedom of the Press as a supposed measure of expediency forced upon them by their opponents of all persuasions. From having been even after 1917 a relatively critical newspaper, *Pravda* gradually became the mouthpiece of the Party as conditions changed, and has remained so ever since. It has a special relationship not only to the State but also to the remainder of the Press throughout Russia. This in the latter instance is best exemplified by the single cir-

cumstance that whereas *Pravda* may, and indeed must when required, criticize other publications, not one of these may do so to *Pravda* which as in all important matters the official voice of the State, is itself above criticism by them.

There follows an exposé of how *Pravda* is put together. Unlike Western newspapers, *Pravda* has a virtually unchangeable publication schema, each page being dedicated to some subject or set of subjects. It follows that the placing of news on one page rather than another does not, as it would in the West, indicate its importance in the editor's eyes, but merely what kind of news it is in the judgement of those responsible for its make-up. It is possible, therefore, for the uninitiated to make grossly mistaken estimates of the importance of news in Russian eyes, if they omit to take this into consideration.

Then comes a chapter on content and policy, which is full of details about changes that have occurred in the last few years since the death of Brezhnev. Of particular interest is the alteration in the nature and scope of censorship, some of which is described

also in the preceding chapter. Next is a discussion of *Pravda* and its readers (a remarkably small number, given its importance).

Part two is made up of a selection of articles, letters and comments that have appeared in *Pravda* since the early Eighties. These are broadly divided into two sections, one relating to domestic affairs, the other to foreign. What is striking in the former is the relative freedom of critical comment that underscores how different Russia is (all limits granted of course) from what it was until the relaxation begun under Khrushchev.

Throughout the first part Roxburgh is careful to show how one ought to read between the lines, or how the lines themselves are to be interpreted as they would be by someone with experience of Russian (especially Muscovite) political life.

This is an absorbing study of an important topic which everyone interested in Russian affairs will read with profit.

Pierre Watter

Pitched unexpectedly into this job by an astonishingly trusting Editor, I got my first taste of enemy fire on the second day. An impatient sub-editor had excised a sycophantic in-joke from a review by a smart London lawyer, thus changing the sense of a paragraph. The lawyer rang up in fury, and shortly after so did the PR man for the academic publisher in question.

Were we going to print a correction immediately? Well, it seemed a fairly minor matter, and the joke surely wasn't that crucial. – So this was the new régime on the books pages of *The TES*? A régime that no longer regarded the truth as paramount! . . . As he thundered on I began to realize that the joke didn't matter tuppence to him – the main thing was to terrorize the new incumbent. (No correction went in, and cordial friendship broke out soon after.) These days in-jokes by smart lawyers are fairly thin on the ground, and booming PR men have been replaced by charming PR girls, but being got at – sometimes by vested interests, sometimes by idealistic pressure groups – has always been a constant feature of the job. With a paper as important as *The TES*, how could it be otherwise?

But over the past 15 years those interests and pressure groups have changed fundamentally. The political convulsions recorded over the past year in the news pages have their echo in subtler, more subterranean convulsions in publishing and academe.

In 1973 we carried out a major investigation into educational publishing and concluded mournfully that the whole thing was on the downward path (the leading piece was entitled "Survival of the fittest"). Nobody would have dreamed then that the business could have degenerated into the nervous, unimaginative game it has become today – or even yesterday, before the great panic over GCSE. Remember poor old Penguin Education? There, the visionary may have triumphed over the practical (until the greater practicality of the balance sheet put a stop to it) but that imprint embodied a soaring idealism you would now hunt for in vain.

Remember Ivan Illich? Remember Paulo Freire? In the good old, bad old days of the early Seventies you could hardly open a *TES* without reading a feature in praise of one or the other. On the books pages, of course, you would be more likely to find a review saying hang on a bit, these gurus are all very well but . . . In the Seventies, all the running was made by the Left, whether by the sweetly naive, A S Neill-toting, deviance-is-beautiful visionary wing, or by the thumpingly unpleasant, boomer-booted vulgar-Marxist wing. They set the agenda, and everyone followed it slavishly. The right – all five or six of them – were laughed out of court.

Now the boot is on the other foot, and the writers of books about education – and, clearly, their publishers – have gone into a spin. The A S Neill-toters now publish patently unreadable things called "Teaching to teach", "Learning to learn", "Teaching teaching" or "Learning learning" (paperback £27.50) while the vulgar-Marxists are heavily into the organizational and

The enduring superhero

For two days last week London University's Institute of Education was overrun by 2,000 pimply youths, second-generation hippies and enthusiastic media types. Richard Hansom reports.

"We had the Marxists the other week but it wasn't nothing like this," a harassed caretaker observed ruefully. "If I'd known I'd have had two extra men on." The reason for this invasion was the United Kingdom Comics Art Convention 1987, mecca for that thriving subculture known as "comics fandom", a hardened caucus of comic book collectors whose interest lies not in such English juvenilia as Dennis the Menace and Roy of the Rovers, but primarily in the American superheroes such as Spider-Man and Green Lantern, and their grim-visaged British cousin Judge Dredd.

UKCAC provides an opportunity for aficionados to indulge in their most private fantasies for a weekend, with activities ranging from a salesroom crammed with every imaginable shape and size of comic from 1930s first editions to the latest

US imports, to panels of experts discoursing on such burning issues as "The Enduring Superhero" and "Mutant Mania", and an extraordinary fancy dress competition won by a lanky adolescent dressed in scarlet drag as a female ninja assassin. The guests, 150 in number, consisted of comics writers and artists from Britain, America and Europe, whose every step was dogged by hordes of autograph hunters.

The dominant topic of conversation this year was the increasing respectability the comic form seems to be finding as a legitimate medium for artistic expression. Recent months have seen such titles as Frank Miller's *Dark Knight* (a violent and apocalyptic version of Batman) in the best-seller list of the *Sunday Times* and reviews of Art Spiegelman's *Maus* (a recollection of the Holocaust told in terms of cats and mice) in the *New York Times* and the *Observer*. Although comics have no problem reaching an adult readership in Europe and Japan, they have been branded as exclusively children's entertainment in Britain and America. Will Eisner, one of the founding fathers of the US comics industry and creator of the acclaimed *Spirit* strip, has pioneered sophisticated adult-orientated material since the 1940s, but is only now beginning to receive general recognition for his work: "For the last 10 or 15 years," he recalls, "I've thought of myself as the fellow who has opened up a toll-booth on an empty field waiting for the highway to come through; and now I see bulldozers on the horizon and I think maybe it's coming now."

Eisner is well aware that there are enormous problems in getting an adult readership for comics.

the medium seriously: "There's a basic rock-solid prejudice in the literary world against a thing with balloons. The minute you have an image, whether it's in sequence or not, and you have a balloon over it, it immediately becomes categorized as 'comic'. I have literary pretensions and I have no intent to abandon them." His recent book, *A Contract With God*, described itself as a "Graphic Novel" rather than a comic. He explains: "I chose to use the term because I couldn't think of anything else that would adequately describe what I was talking about."

Quora of the new wave of comics creators is British-based writer Alan Moore, an imposing figure with waist-length hair and beard and a gruff Northampton accent. His work on established comics such as *Martian Man* and *Swamp Thing* has been acclaimed as broadening the horizons of the medium and creating an atmosphere where "a healthy number of people no longer see the idea of reading a comic in public as a complete social embarrassment." His latest project, *Watchmen*, edited by Titan Books, takes a new perspective on the idea of the superhero, presenting a world where the existence of a nuclear-powered super-being of power strongly in favour of the West. Within the comics industry there are high hopes. *Watchmen* will play a significant role in work. Mike Baron, another young Turk of US comics, is enthusiastic about the project: "*Watchmen* is more than anything else a thing that you can use literary techniques to a comic and make it

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BOOKS

Through the gas clouds of Berlin

The Berlin Diaries of Marie "Missie" Vossilchikov 1940-1945
Methuen £5.95, 0 413143 708.

The diaries of Marie ("Missie") Vossilchikov tell a remarkable and engaging story – the stuff of romantic legend. A White Russian aristocrat leaves her homeland and becomes involved with anti-Nazis in Berlin. Both devoted to the cause and detached witness of its progress, she reports on the failure in 1944 of the 20th July plot to assassinate Hitler and of its terrible aftermath (several of her closest friends were hanged). She spends the last months of the war as a hospital nurse in Vienna, and the diaries end as she flees the advancing Soviet army.

Missie left Russia with her family in 1919 and lived in Germany, France and Lithuania before moving to Berlin in January 1940, aged 22, to look for work. This is where the diaries begin. At first she details a self-confessed life of cosmopolitan parties and "plutocra-

tic delicacies". Only after the German defeat at Stalingrad in 1943 do more serious concerns take over. She becomes involved in the anti-Nazi movement through her emotionally-charged friendship with Adam von Trotter, who employed her as his personal assistant in the Information Department of the Foreign Ministry where, with others, he was secretly working to murder Hitler and to secure a peace agreement with the Allies.

The diaries are a vivid chronicle of everyday life amid the rubble and gas clouds of Berlin and provide the only insider, day-by-day account of the "conspiracy". Devoted to the anti-Nazi cause without actively participating, her role seems to have been rather to act as a friend and confidante to the plotters. She does not, however, report closely on the contents of her conversations and is coy about how much she knows of the actual details of the plot. It is hard to deduce what was happening from her entries alone (her brother's annotations are welcome).

The diaries contain more social observation than political reflection. She has a storyteller's eye for the incongruous and the comic.

"The other day a solemn funeral of a defunct colonel took place. There was even a military band. Just as the coffin was being lowered into the grave, the lid slipped and the face of a grey-haired old woman appeared. The ceremony continued!"

She is cheerfully uncrushable, defiantly answering her SS bosses back and getting away with it because of her considerable charm.

She can sometimes sound like a pillow-fighting girl at a boarding school, but her tone is un-cosy and spare when describing misery and destruction – though even here incongruous fragments of normal life resurface. She collects a hat from a shop now surrounded by furiously burning buildings; an orchestra plays Schubert at Leipzig station as survivors flee the smoking ruins of Berlin.

Missie meets the destruction of

Berlin with remarkable detachment. Only the failure of the plot shakes her composure: she repeatedly bursts into tears; in despair, she no longer fears the bombs. But even here she indulges in neither introspection nor retrospection. As von Trotter observed, she has "something free that enables her to soar far above everything and everyone".

Even in her greatest political commitment she remains an outsider, frustrated at her inability, as a foreigner, to participate fully in the "conspiracy". "There is a fundamental difference in outlook between all of them and me. Not being a German, I am concerned only with the elimination of the Devil." Free both from the nationalism of anti-Nazis in the Prussian aristocracy and from the blindly anti-Soviet feelings of her parents, her engagement stems rather from a deep human decency and loathing of totalitarian brutality.

Rebecca Penrose

Testament of youth

Winter in the Morning: A Young Girl's Life in the Warsaw Ghetto and Beyond. By Janina Bauman. Pevensie (Pan Books) £3.95, 0 330 29673 6.
Red Ribbon on a White Horse: My Story. By Anzia Yezerska. Virago £3.95, 0 86068 743 0.

Its subtitle might suggest that this is essentially another harrowing account of the Holocaust, to be read by those with strong stomachs – but *Winter in the Morning* is more than that. It is the beautifully written story of an ordinary young Jewish girl growing up in extraordinary and horrifying conditions.

In this autobiography, Janina Bauman tells of her childhood in the pre-war years, happy despite the growing anti-Semitism in Poland, then of the Nazi invasion when she was 13 years old, the air raids, and banishment to the ghetto. She recalls trying to maintain a normal lifestyle in the midst of the horrors of the ghetto, and describes her efforts to continue her studies and to grow crops to help the food problem. This was to become impossible when the mass deportations to the concentration camps began and Janina, her mother and younger sister went into hiding, moving from place to place, sometimes sheltering in cupboards, sometimes attics, sometimes getting a whole room to themselves. The desperate claustrophobia of her teenage years, when she was unable to step outside for months at a time, are recalled in intensely descriptive passages.

The author's memories are interspersed with extracts from her diaries of the time, and with passages from the *Encyclopedia Judaica*, where references to the enormous scale of the atrocities committed against the Jews testify to the wider truth of Janina

Bauman's personal account. Her language is direct and simple; a tone which combines the girl's voice and the adult's retrospective analysis. With endearing frankness she describes her thoughts and emotions of the time, even the frustrated sexuality which made her prone to greet any male visitor to the hiding-places – including possible members of the Gestapo – with a moment of irrepressible pleasure.

This autobiography is written with such a note of freshness that I imagine that the process of remembering must also have been one of catharsis. It is a deeply moving but surprisingly unself-pitying book, and a real pleasure to read.

A totally different account of the 20th century Jewish experience is to be found in *Red Ribbon on a White Horse*, first published in 1950 and now reissued by Virago. This rags-to-riches story of a Polish Jewish immigrant in the United States is unlike most autobiographies in that the author appears to have absolutely no qualms about embellishing the story of her life with invented characters and events. This is particularly surprising as Yezerska's life was far from dull. Her burning desire to write lifted her out of the New York ghetto to fame and fortune in Hollywood, from which she fell into poverty again during the Depression. She narrates her story here with verve and elasticity, rushing the reader along in a whirl of protestation and half-belief. It is quite a relief to read the preface written by her daughter, who confirms that *My Story* "contains as much fiction as fact". It is impossible to know what to believe, and the reader is left with two choices: to throw this "autobiography" down in frustration, or to sit back and be entertained.

Nicola Parker



Misty mornings on Buttermere in the Lake District. One of many atmospheric photographs from *Wilderness Britain* by Anthony Burton, with photographs by Jorge Lewinski (Andre Deutsch £5.95).

Wessex tales

Where have all the cowboys gone?
Wessex Memories edited by Vera Murray.
Futura £2.95, 0 7088 3393 4.

It's read Upstairs Downstairs stuff in a revealing trip down memory lane, some senior citizens from Wessex provide a useful social document, peering vivid personal recollections of some fascinating trivia.

There was Lady Susan who came from a silver-plated profession, by liveried servants and whose first encounter with the broad local dialect caused her to believe they spoke French. One small girl, upon presenting flowers to Queen Victoria, remarked that she was "just a very real black". Other children amused themselves by playing marbles, for economic reasons often home-made out of clay. They played "Snail's Soap" is the best in the world, "Jack shine the light", and such games as "chalk chase", a glorified hide and seek. There were no better wetting dolls or computer games at those days.

At the lower end of the social scale the observations are candid, amusing and without self-pity. Just one ahead of the workhouse, the men and women of some sort of living money were scarce and nothing was wasted. While hunting, it seems "was so common" to be the natural finish to a night out in the wake of the 1926 General Strike, one family had no coal, and could afford only, so they pulled some sticks from the wall and burned them in a stove.

The mines and the railway provided employment for most of the people, the farms and local light industry employed the rest. Mining was a hard and unrewarding job. One boy's first task as a powderman was a night shift, to prepare the mine for the next day's shift. Armed with a candle he walked three miles to the seam, with his head down placed cap and fuse in a hole, nervously chilled, then retired to a safe distance for the explosion. A truly harrowing experience.

In one small village, a custom not described by Thomas Hardy was used to oust a woman caught philandering with another's husband. She was known as the "skimmington" and amid a great deal of shouting, beating of saucepan lids, and obscenities, she left the village. The man, however, went back to his wife.

Many things which have disappeared along with the cowboys are vividly described. The hardy man, the amount of detestable success in the purchase of a half-penny and the difficulty in choosing them, the dark-knit village life and, above all, the flora, fauna and wildlife which graced the hedgerows and fields.

Emma Boyd

Poor little dollies

CHILDREN'S LITERATURE

Through the Dolls' House Door. By Jane Gardam.
Julia MacRae £7.95, 0 86203 278 4.

Jane Gardam's new novel is a Chinese box, offering an endless regression of narratives within narratives. I say boxes, like several of her previous books, it is a succession of linked episodes rather than a sequential story. Each of these episodes revisits the inhabitants of a forgotten dolls' house. As the dolls pass the time between one generation of children and another, they entertain each other with stories from their past: the "real" life of the dolls, of course, the "fantasies" of the children who have

played with them.

Many children's books have been based on the notion that a child's imagination and his affection can invest a doll's house with life; none that I can recall have ever looked so sternly at what happens to that life when the child grows up and forgets it. Of all the dolls' house fiction, only Frances Hodgson Burnett's *Rackety Rackety House* has really explored the hurt and pain of the neglected doll. In *Through the Dolls' House Door*, the unemployed doll lives a sad half-life. Every minute or two, "after a number of minutes or years", a doll breaks the silence, and by conversation or story rekindles a flicker of vitality.

The characterization of the dolls is splendid; each has its own patterns of speech, modes of thought. Oddly, the and are neither as children nor adults, very believable or interesting. This novel is a beautifully written, poignant, as finely turned and economical as an

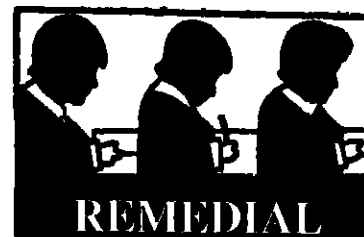
elegant dining chair; but like the elegant chair, it is not comfortable. It is a deeply melancholy book: haunting and disturbing.

There has always been a strain of melancholy and regret in Jane Gardam's work. Even in her William Mayne-ish short tales for young children, *Bridget and William* and *Home*, there is an underlying poignancy. But these are stories which work towards strong and positive resolutions: the happy ending of *Through the Dolls' House Door* is perfunctory, and ends with apprehension.

Nell Phillips

Nell Phillips's 1981 study of *Alan Garner, A Fine Arger* (William Collins £6.50), has won the first *Criticism Book Award* given by the *Children's Literature Association* for a book which makes "an important and clear contribution to the study of literature for children".

Tempting offers



English Headwork: Books 1-4. By Deborah Walters and Chris Culshaw. Oxford University Press, £1.95 each. 019 833376 5/7381/9X.
Headwork Stories. By Chris Culshaw. Oxford University Press, £1.95 each. 019 833803/13.

On Your Marks: Books 1-4. By Paul Groves, John Griffin and Nigel Grimshaw. Longman, £1.95 each 0582 21143 3/41 5X/68.

Cloze Plus. By Lynn Hutchinson. Hodder and Stoughton £1.95, 0 340 39167 7.

Easy Readers: The Castle of Grom. The Crown of the Sun King. The Sword of Frost. By Michael Thomson. Learning Development Aids £2.25 each. 0 90511423X/256/248.

Spirals: Making a Splash. Murder at Muckleby Manor. By John Townsend. Hutchinson, £1.05 each. 009 173 2239. 172 340X.

We are only just waking up, we are not, to the awesome truth that the whole paraphernalia of the teaching of early reading – the phonics boxes, the coloured reading books, the "pre-reader" materials, the quasi-technical lexicon of "sight vocabulary" and "word attack skills" – may just possibly be a towering mass of rusty iron, a defensive superstructure erected by ourselves as protection from the outside world where reading is naively believed to be just reading. Oh, of course, full and honest facing up to it will take a long time; there will be years of compromise, during which some of the techniques will be "still valid for some pupils with particular problems". With exactly the same reluctance did the medical profession abandon the problem of constipation, and its attendant array of machinery and medications. In each case, the empires are too solidly founded, the

bandwagons too gaudily trundling for the retreat to be anything but painful. Meanwhile, for pupils whom the system has failed, and who have reached the middle years deficient in reading fluency, a variety of materials is available. OUP's *English Headwork* comprises four books of comprehension exercises which, lively though they may be, surely provide for the struggling reader constant reinforcement of the principle that as soon as you have understood anything, you are going to have to do an exercise to prove it. There really is something desperate, too, about the notion that you can make comprehension exercises work if you pay attention to the content – thus, "Draw the get-away car. Colour it and label it." Or, "Read the passage about motorbike clothes and draw a labelled diagram to show what you think a motorbike rider should wear".

There is no doubt that the books could provide good classroom discussion material. They could also, though, be a source of unproductive "busy work". OUP now also do *Headwork Stories*, intended to provide longer narrative than is considered appropriate for *English Headwork*. The stories are varied and exciting, but there is still the same insistence on the pupil purging his or her pleasures by reaching for a pen and an exercise book. "Make a list of all the clues in the story..."

Longman's *On Your Marks*, intended "to stimulate and motivate

pupils who find reading difficult" is also a four-book comprehension course. One example:

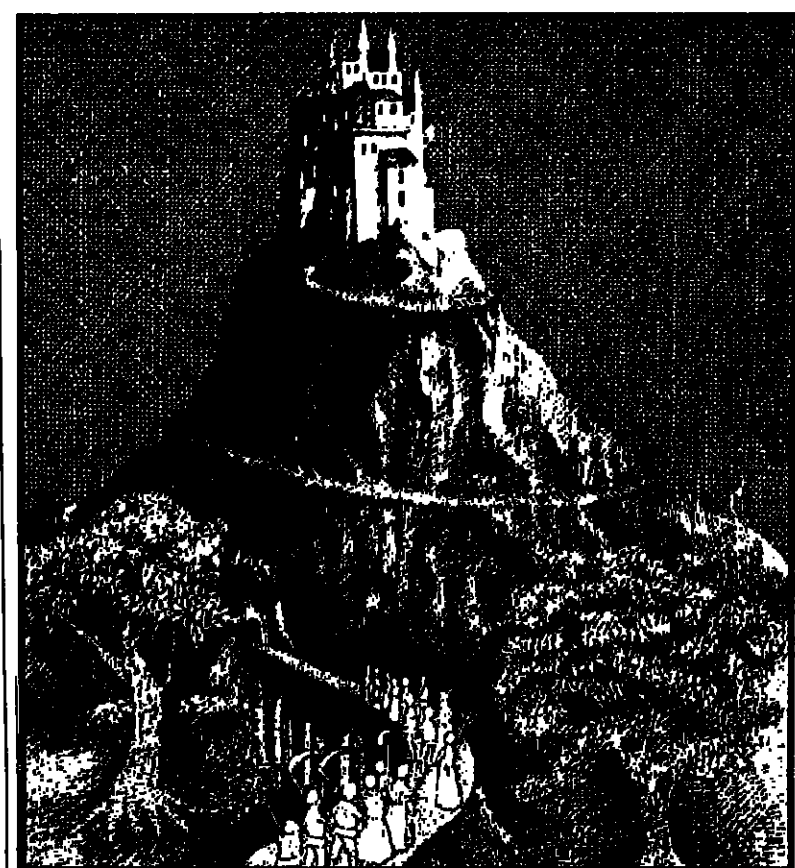
"True or False? Write down only the sentences that are true. 1. Wayne thought that sleeping in a cardboard box was better than walking the streets."

Are we really still giving our children tasks such as this? Where is the evidence which shows that children who have failed to become readers can be switched on by such material?

By the same token, where is the evidence that children who are disillusioned with the printed page can find salvation in struggling through texts from which words have been omitted? "Fill in the missing word" is a time-honoured piece of devilry given new life in recent years by being called "cloze procedure". Lynn Hutchinson's book has 28 cloze exercises intended for children aged 8 to 12 with a reading age of 6 to 7. Teachers who use this technique will welcome this addition to their armoury.

LDA's three books acknowledge rather more directly that the problem is one of motivation. Each book is, in fact, a programmed story rather like a computer adventure, where choices have to be made, as a result of which you leap to different points in the narrative. There are still points to be won, and the reader needs dice and paper and pencil. In one sense, these books are to literature what Madonna is to bel canto, but it may well be that any group of slow readers will contain someone who is going to sit absorbed by them. I am not sure that printing "Easy Reader" on the cover is such a good idea though. The thinking is, I suppose, that slow readers will thereby be attracted. It is my experience, however, that the exact reverse is the case.

Townsend's two books are plays, intended to be read in class. *Making a Splash* actually has three short plays for up to four parts. *Murder at Muck-*



The vampire's castle from *Headwork Stories* Book 2

leby Manor is a play for 12 parts. I like these very much. The plays in *Making a Splash* are set at the seaside, the first one starting with a lengthy dialogue, from their deckchairs, between Ted and Edna, who are contemplating the purchase of ice creams and observing the passing scene. *Murder at Muckleby Manor* is a New Year's Eve mystery story. In each case the dialogue contains some nicely painful jokes:

"Edna: She's got a chicken's leg."
Ted: Poor woman – she looks all right to me."

Children love plays, and reading them together provides a powerful motivator. It is, too, a co-operative activity, demanding that children be patient and caring towards each other as they struggle on. It is also open-ended in that the plays can simply be left at first reading or they can be developed to whatever degree the teacher chooses. Townsend's plays are funny and well constructed, and show understanding of the needs of slow readers. I recommend them particularly for upper juniors whose reading is two or three years behind. Mind you, children of all abilities will like them which is always the hallmark of successful "remedial" material.

Gerald Haigh

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13 Stories of Sport and Leisure. By Paul Groves, John Griffin and Nigel Grimshaw.
Edward Arnold £2.40, 0 7131 7668 7
Heads and Tails: Dave's Last Ride; The Beauty Machine; Invisible Jim. By Bill Ridgeway.
Basil Blackwell £2.25 each. 0 631 90081 0/29/37

Things are better than they were for the adolescent who finds reading a bore and a chore. The days are long gone when the only material available was the same reader who had hated in the junior school, or a badly abridged version of *David Copperfield*, almost as old as the original. Now, there may well be a new brief *Copperfield*, brightly illustrated with scenes from a television version, running to only 70 pages and a vocabulary of 1,800 words, but the reluctant reader who finds even this slimline novel too demanding, and the notion of the classics too daunting, is well served by the publication of brief, lively short stories of good

quality. Groves, Griffin and Grimshaw have been meeting this need for some time now, and their latest set of 13 stories has some admirable things in it: the first story, "Jogging with Grandad", made me laugh out loud more than once, and there is an engaging James Bond spoof tucked in among the more straightforward school, ghost and family stories. The sets of questions at the end of each story are carefully designed to exercise the intelligence and to encourage the practice of prediction and of reading between the lines.

Bill Ridgeway has now set out to do something similar, though his stories are clearly addressed to groups of pupils who are not only reluctant readers, but have considerable difficulty with reading while the "13" books are aimed at mixed-ability classes. Ridgeway's stories are more simply written, in shorter paragraphs, and he sets far fewer questions, within a narrower range, at the end of each tale. However, he builds the need for a good deal of inference into the stories, so that the reader, while having only a limited vocabulary and sentence structure to deal with, is nevertheless

constantly challenged. The cover claims that "every book contains something for everyone", and the range of stories is certainly wide; indeed, I was reminded, by both these collections and *13 Stories of Sport and Leisure*, of the old *Argosy* magazine: not only the range of stories from plain realism to science fiction and the occult, but the use of O Henryish trick endings is reminiscent of what used to be a very popular style of reading material.

There are some imaginative ideas; the story of Samson is retold in terms of adolescent gang warfare. And there are some stories which express true feeling: "Jobi", about a family's experience of fostering an unhappy child, has a perfect and painful simplicity, and real emotional depth. It should be noted that *Invisible Jim* seems to be directed towards a rather younger readership than the other two volumes. The books are notably well presented, with attractive covers using digitised photographs from the Science Museum against clear bright background colours: some good blows struck all round against dull reading.

Audrey Laski

Goal scorers

The Rising Star Series: A Great Move, Betty's Turn, Les Loses Form and Final Chance. By Richard Ward.
Flying High Books, 54 Beresford Avenue, Tolworth, Surrey KT3 9LJ

The author of this series for failed or reluctant teenage and adult readers is Richard Ward, whose credits include a stint as a professional footballer as well as in special needs education. It is clearly the memory of football rather than school that rekindles old passions and pains.

The readers are designed for male and female audiences, and, to be fair, Betty, the female lead does get her turn and is presented as a positive character with her own (lower) personal "plans" and "career" (atrocities

and computers) which she pursues independently of Les, the football star. But it is in the accounts of the football matches that the style lifts into genuine excitement. Somehow, the description of Betty's improvised dance routine with Lou Lee, a well-known comic, at the town hall Christmas show, does not have the same stamp of enthusiasm. It is then significant that, during the FA Cup Final featured in the fourth book of the series, Betty, referring to exercise sessions she had designed for Les as part of her job in a gym club, never has reached that ball without the exercises at Plum's? In the end, even aerobics come into service to ensure a male triumph.

What is to be commended is that the character of Les is shown to have a "plan" and "career" (atrocities

and tears and Betty cool, hard-headed business sense, and both are subject to the pressures of urban growing up – sex, drugs, crime, relationships, loss and gain of self-esteem – which the target audience will recognize.

The books are short, pocket-sized readers with helpful spacing and print style; illustrations to bridge one chunk of text to the next; and additional graphics to sustain interest. Previous series by Richard Ward include *In-swingers* and *Popsingers*. Perhaps he has had a foot in the pop world too. If he and his small publishing company encourage more reluctant or failed readers to the page by any subterfuge of titillating titles and subject matter, I wish them well.

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THE TIMES Letters from school



From pupils who take drugs to parents who offer bribes... Dr John Rae, for 16 years headmaster of Westminster School, has seen them all. Next week, as the Headmasters Conference meets in Cambridge, he gives a unique insight – often shocking, often wildly funny – into the world of modern education

THE TIMES

A lion among paper tigers (25p)

Concise Physics

H. MATYKA

Concise Physics is a systematic summary of modern A level Physics topics, which can be used to support the work done throughout a course of study and which forms a compact revision aid. The whole book is written in a highly readable style and illustrated frequently with clear, up-to-date diagrams.

The first section deals with the important subject of study and revision techniques and the different types of questions which can be asked in an examination. All chapters are introduced with a summary of the topics to be dealt with and a list of objectives. Worked examples indicate how an answer can be presented and structured, while diagrams emphasise the importance of illustrations for questions requiring explanations or descriptions.

£8.95 net paper 336 pages 360 line diagrams
Probable publication September 1987 0 7131 3593 X

Edward Arnold a division of Hodder and Stoughton
11 Bedford Square, London WC1B 3DQ

ARTS

Sit Comp

Competition No 95. Report by Seylla. You were asked for a vision of Cleopatra on the Motorway, which "began" a description. The standard of your entries was so high that there is little point in going on about them except to say that the winning entries have that *l'esprit* ring which all parodies have. I should say too that D.A. Prince, Frank McDonald and particularly Alanna Blake and Michael King Macdonald are unlucky not to win prizes. Well done, all of you. £12 to each of the winners.

The Bard
The Jag she rides in, like the very beast
Whose name it borrows, streaks across
The shires
Its metal'd mien no less imperious
Than that high majesty, the which it
serves
As swift accelerating throne and shrine.
Meanwhile, the Queen, full glared
from the glare
Of noon, reclines upon a leather couch
Luxurious and casts her dazzling gaze
Upon the screen where prices dance all
day.
Her mind with speed resolved, she
briskly tapes
A few bold ciphers, firstly calls her
den.
Most loyal Antony (Vice-President
Of International - Prolety) - bids him
Straightway augment her holding in
BP.
Jonathan Farnside

Str Henry Newbolt
She drove along like thunder, boys,
across a purple sky,
Her raven tresses flowing like the
Nile;
And weary salesmen cheered her, boys,
as swift she hurried by
Their manly hearts a-pumping all the
while.
"Tis Cleo in the outside lane, a 90
m.p.h. art
To see her is to steal a glimpse of
heaven,
She's finer," cried they, "than that art
which even betters nature,
So we must follow all the way to
Devon!"

So, swing, and swing again, my lads,
For Cydnus never cools,
and follow, follow, like the Trades,
Though we be men, and men be
fools,
'Tis passion, aye, that ever rules!
Bill Greenwell

Tennyson
So all day long the noise of traffic
rolled
Along the tireless M 1's noble lanes,
And Cleopatra, letting in her clutch,
drove on,
Her vehicle tinted with the dying rays
Of what had been a glorious sun,
spoke,
Sounding her horn to overtake a Jag,
Addressing thus, in Egypt's tongue,
her maids,
Her voice no louder than the engine's
purr:

"My ladies, never was a trip like this:
At the next Service Station let us stop
And fill the tank and get a bite to eat
And talk, for much that never was
before
Have we today performed." And thus
they did
While neath the moon the tankers
rumbled on.
Byron
She drove a chariot which drew all
eyes,
Big-wheeled and roaring-voiced,
horseless, immense
"Open unto the fields and to the skies,
(As the old Laker says) and no
expense
Can have been spared, for it was
point-de-vue
A mini creation of Mercedes-Benz,
And at its steering-wheel, with smile
seraphic
She dealt out mayhem to the lesser
traffic.
Topsless she drove, like a French bath-
ing belle,
And left a trail of havoc where she'd
been,
Accelerated like a bat from Hell
(A dump which Milton took as his
demense),
Dodged across paths of juggernauts,
pell-mell,
Or screamed up on the verge to view
the scene
And if you read my words with some
dublety
You underestimate her famed variety.
Gerard Benson

Edith Sitwell
When Cleopatra, with a flat battery
Urged her old clattery Ford from her
bower
With gestures most graphic shed in-
afflict the traffic
And thundered at hundred-and-one
miles an hour,
At tea-stops the speed-cups in corrup-
tulent bands
Dealt her out tickets from rubricul
hands,
As the traffic sped by in the flyover
sky,
And she swore as she tore up their
offerings, more
From the form of the thing than from
fear of the Tower.
That she'd never go driving no more,
Having run out of petrol, then naturally
she
With her periwigged nereids fled to the
sea,
Such embarrassing char-n-hanc pus-
sengers three
Were Iris and Charmian and Cleo-
pat-rec. (Ah me!)
Eve Ryan

Competition No. 97. Set by Calypso
What's needed in these troubled edu-
cational times is some pity wisdom -
combining, say, the exacting delicacy
of Basho and E.C. Bentley's whimsy.
Enter, therefore, the clerihew, 17
syllables, three lines, the second to
combine what are normally the cler-
ihew's second and third lines. Any-
thing you like, but must be on educa-
tion. Maximum three goes. By
September 30, please.

The almost suffocating closeness of
female friendship is perfectly
observed. The marriage of one of the
girls, Sarah (less dotty and breathless
punctily than Kath) breaks the spell.
Polly Teale's ending about Kath's
sense of freedom on not being married
may appear to some imposed in a
slightly artificial way. However, it
played with uncanny accuracy by
Katharine Jones and Gillian Bu-
keyville and I'd be fascinated to see
what the effect on real Kath and
Sarah is.

I first saw *New You See Me* at
Edinburgh two years ago, through the
National Student Drama Com-
pany's contribution to the festival. The
story is that the National Student
Drama Festival began the National
Student Drama Company, which has
just begotten Springhead, which
offers new professionals first break
and is sponsored by BP.

Like Dull or Angels is based, say
a programme note, "on fact, as re-
ported in a BBC documentary from
the Summer of 76 series. I don't
doubt it. But when real people appear
in their conversation with proper
and like Erich, Danson and Bunting
it to *new* Erich, Danson and Bunting
or Freeman Hardy and Willis, for that
matter. We don't do it to add gild
realism to our speech.

Stephen Jeffreys' *Like Dull or*
Angels is set in a showman's tent, at
his head performer has been catapulted
across the river Severn in a stunt
seen on TV. Hannigan the showman
is, we find, a macho sadist and total
stuntman, while his stunt star (a
female Christ with a safety net)
posh Genevieve from Cullinstown, who
after roughing it as a toughie go-go girl
in Barking, metaphorically emma-
nates Hannigan on the set of a cheap
Western, when she serves as emma-
gency stand-in after Hannigan's
chickens out of a stunt with a horse.

The account of this is the only
strength in the play, but even this
done fiercely down stage in repertory
speech, like an audition piece for a
drama school. Elsewhere, the play is
mostly one-level rowing full of
mark one-liners. Performed by
Mik Cahill and Liz Rutherford, the
acting style is all-stops-out, rather in
the manner of some trying to blow
up a balloon with a hole in it.

Nick Baker

Schools matinees on Thursday after-
noons until October 3. For details
telephone Birmingham Rep. (021) 236
6771.

Ann Fitzgerald

High heels and high hopes

Now You See Me and Like Dull or
Angels.
Young Vic, London until September
26, then touring schools and regional
theatres. For tour details ring 01-4586.

The trouble with some of the things
that adults laugh at, is that teenagers
will take them dead seriously. So while
I suspect, with Polly Teale's *New
You See Me*, when it tours schools and
next month.

It's simply the story of Kath and
Sarah, growing up, a seemingly un-
structured play about how adoles-
cents try and gain a sense of scale, from the
worth of a first pair of high heels, to the
feeling of smallness under a sea of
Freeman Hardy and Willis, to the
opening scenes of empty school
hood are classily accurate. It's only
when you get to Freeman Hardy and
Willis and beyond that it starts to be
you slightly below the scene of
humour. If winning were making, the
play would have brought the house
down at the Young Vic, where it
makes its second stop before going to
schools.

His six-part series, originally made
for Canadian television, is an idiosyn-
cratic, constantly enjoyable mixture of
anecdote, travelogue, history, insight,
drama and wit, taking us from pre-
history to the present. It was filmed over
four months and from part one we see
Ustinov popping up in different hats
and splendid locations, recounting
tales that endow the history of Russia
with more Soviet television, notably

on Channel 4 where the 70th
Anniversary of the Revolution will be
marked by a documentary about
young offenders in Latvia (October
29), and another showing a murder
investigation and the subsequent trial
(November 5), as well as a film on
contemporary Soviet society by a re-
turned émigré director, Andrei Nekrasov
(November 20). All this is a
reflection of their *glasnost* and, at the
same time, of a greater openness on
our part. Those in the West, whatever
their ideological persuasion, who
know what they think about the Rus-
sians, probably don't know very much.

There is a book, *Peter Ustinov's Rus-
sia, to accompany the series*, published
by Michael O'Mara Books (£12.95).

Robin Buss

Boaters in the bush

The Kamuzu Academy in Mala-
wi is a very strange institution
indeed. "If you don't like
Latin, don't come here," the
country's first president warned the
pupils of this elitist institution directly
modelled on an English public school
and staffed entirely by white teachers,
but set miles from the nearest road. Dr
John Rae, former headmaster of West-
minster, gave a documentary portrait
of the Academy in *The Elton of Africa*
(BBC1, September 9) and tackled
none of the real issues. "Just how
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of tonight's debate" - but the debate
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summing up: "a brave experiment...
but, for me, some questions remain."

It is not always that I find myself
agreeing with Dr Rae, but, for me too,
questions remained. I could have done
with rather less of the faintly patronis-
ing "boaters-in-the-bush" approach
(even the piano has the authentic
public school sound) and the smart
turnout and the good table manners
would put many public schools to
shame), and rather more on the
context. Malawi is a country where
nearly 70 per cent of the population is
illiterate and where, despite the presi-
dent's enthusiasm for education, only
24 per cent of GNP is allocated to this
head. Perhaps it is in Malawi itself,
outside the Kamuzu Academy debat-
ing society, that they should be discus-
sing how much of this money ought to

be devoted to the creation of an élite,
and precisely what kind of élite the
country needs.

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continues to give an appropriately
confusing picture of Japanese life,
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Japanese are similar to those of people
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(Channel 4, September 13), a close
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this in its investigation of young people
in trade unions and in part-time work,
the kind of report that it does very well

ARTS

Television
Hats off to Russia

Peter Ustinov's Russia
BBC2, from tonight.

Peter Ustinov was giving a lecture in
Geneva to some American employees
of large international corporations. At
the end one of them (John Wayne's
double, or so he says) stood up and
demanded accusingly to know why
Ustinov is so fond of Russia. Because
he finds it "more relaxing", Ustinov
answered: in America, they are con-
stantly asking if you are a Communist,
while in the Soviet Union they always
assume that you aren't.

The story, which he told at a BBC
preview for *Peter Ustinov's Russia*
(with the appropriate accents and his
own inimitable timing and emphasis)
suggests a superficially rather frivolous
attitude to international politics. He
insists that he is "neither Red, nor
White" and dismisses the labels in the
certainty that, if people only knew
more about each other, we should be
able to live together in relative har-
mony. The son of French and Russian
parents, conceived in Leningrad and
born in London, he learned enough of
the language as a child to follow his
mother when she did not want to be
understood, and with it a deep sym-
pathy for the country and its inhabi-
tants. But, as one who feels himself
increasingly a citizen of the world, he
has little time for ideology and
bureaucracies.

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1NW. Tel: 01-230 2430.



"even if their hearts were in the right
place, their army wasn't". But there is
a serious purpose to this jocularly,
which is to show how the Russians,
"constantly reassured by references to
the past", have been shaped by history
and in particular that, "more often
invaded than invading", they are
understandably obsessed with de-
fence.

As a foreigner, of course you will
want to see the nuclear reactor," he
was told on arrival in Akademskii
Gorod. The fact that Ustinov and his
four-person crew were allowed such
freedom to film in the USSR would be
a sign of the new mood, except that the
series was made under Chernenko. It
has already been shown in Canada,
Australia, New Zealand and Iceland
and will be seen in other countries,
including on the PBS network in the
United States. The show is also bring-
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vice, 3 Dryden Street, London WC2E
1NW. Tel: 01-230 2430.

Winner takes all

The final of the Harvey Leeds Interna-
tional Piano Forte Competition takes
place on September 25 and 26. Some
70 young pianists will play for the top
prize: the Edward Boyle prize, £5,000,
a recording contract with EMI and a
huge amount of work both nationally
and internationally. A major win in
one of the big international competi-
tions, like the Tchaikovsky, the Van
Cliburn, the Queen Elizabeth and
Harvey Leeds will make a career. In all
of these the maximum age is about 30,
sometimes less. Pressures and audi-
ence demands are intense; it's often
more like a gladiatorial contest than a
musical event.

And should one become a winner
"the pressures you have to live with
afterwards are unbelievably extreme".
Allison Brewster, an American pian-
ist, on the Tchaikovsky winner: "The
person who won that, Barry Douglas,
is under such intense pressure all the
time, and it's not just the sheer volume
of work he is doing right now. It is in
the expectations too. Every perform-
ance he gives has to be better than the
last. It has to be, people expect that,
he's the Tchaikovsky winner."

Attitudes vary. For a lot of the
Japanese players a win is important
only for establishing themselves as
important teachers at home. Others go
from competition to competition be-
cause they are only interested in
collecting prizes. There are competi-
tion junkies; there are the people who
want to build a career.

Gordon Mackintosh

SCIENCE MUSEUM

Meetings & Courses for Teachers

Thursday 8th October: GCSE History and the Science Museum. One-day
Course looking at evidence in the 'Synopses' gallery and other areas
relevant to the Industrial Revolution. (Course 36)

Saturday 10th October: Your Class at the Science Museum. One-day
Course, mainly for primary and middle school teachers. Main topics:
land transport, measuring time, space exploration. (Course 37)

Tuesday 13th October: LAUNCH PAD. Evening meeting, 4.30 - 7.30, for
teachers at all levels, introducing this permanent 'hands-on' exhibition,
with emphasis on follow-up work. (Course 15)

Wednesday 21st October: The History of Medicine. One-day course based
on the Wellcome Museum of the History of Medicine, for teachers at all
levels, including those using the Schools History Project materials.
(Course 38)

All events provide an opportunity to explore museum displays, think
about ways of integrating a Museum visit with class-based studies,
find out about educational facilities, and prepare for a group visit.

For details and application form write to: Education Service, Science
Museum, Exhibition Road, London SW7 2DD. (020)

NOTTINGHAM
Theatre Royal
W. 14 September
0604 462076

BRISTOL
Hippodrome
W. 14 September
0274 760484

SOUTHAMPTON
Mayflower Theatre
W. 14 September
0703 220771

MANCHESTER
Theatre Royal
W. 14 September
061 236 9322

BRADFORD
Alhambra Theatre
W. 14 September
0274 760484

BIRMINGHAM
Theatre Royal
W. 14 September
021 236 9322

BIRMINGHAM
Hippodrome
W. 14 September
021 236 9322

CANTERBURY
Mayflower Theatre
W. 14 September
0203 220771

LIVERPOOL
Empire Theatre
W. 14 September
051 499 1000

ROBIN LUTHER, LONDON
W. 14 September
01753 41000

Venessa Ford Productions
Theatre Royal Productions
present

Winnie-the-Pooh
by A.A. Milne
adapted by Clyn Robbins
directed by Richard Williams

Routine restoration

The Innocent Mistress. By Mary Pix.
Derby Playhouse. Until September 26.

Mary Pix and Friedrich Schiller (see
review above) are not common names
in the British theatre, but Derby and
Manchester fielded full houses for
these plays, and however varied the
results they were rewarded with bold
and imaginative stagings of a repertory
that could and should be the envy of
programme planners anywhere.

For Ms Pix's rather routine Restora-
tion comedy (no innovator or mould-
breaker she, either in plot or charac-
ter), Bill Pinner has designed a terrace
stepped from a pavilion down to a
pond which is spanned by a wooden
bridge. Eye-catching in itself, it proves

to have a diffusing effect on the action
in Anne Castledine's production. As
the Belinda of the title Karen Gledhill
speaks the lines beautifully and looks
every inch worth whatever plotting is
going on for her, though nothing can
disguise the incoherence of the character
or the sentimental comedy and even
tones of melodrama in her dialogue.
Unfortunately, the company seems
aware of the plot's complexity and acts
as if perpetually fearful the audience is
missing the point, forcing vocal inflec-
tions and gesturing and laughing at the
humour as if acting in subtiles. The
audience observes this ritual largely in
stony silence. Marlene Slawson and
Charlotte Barker fortunately provide
some more material comedy.

Timothy Ramsden.

To Kill a Mocking Bird
Birmingham Rep.

Christopher Sergel's adaptation of
Harper Lee's novel of violent events in
a small town in Alabama in 1935, is
holding packed houses in rapt atten-
tion at the Rep. Its central issue - of
equality before the law for black and
white, and the flagrant abuse of this
principle by a hard-bitten, narrow-
thinking, white ruling class - comes
over even more starkly and strongly on
stage than in the more detailed novel,
turning the trial scene into a taut
cliffhanger, an effect intensified by
placing the interval in the middle.

There's a sense towards the end, as
there is in the book, of a too facile

sentiment creeping in, but this is held
in check by director John Adams, who
gets an excellently controlled perfor-
mance from Peter Needham as the coolly
austere Atticus, and a spirited, unsen-
timental portrayal of his children by
Meriel Scholfield and Dursley
McLinden.

Saul Radomsky's set for the town
square, with its timbered houses re-
volving to create a spacious, galleried
courtroom, not only sets time and
place but creates a framework for the
life of a whole community.

Ann Fitzgerald

Schools matinees on Thursday after-
noons until October 3. For details
telephone Birmingham Rep. (021) 236
6771.

Nick Baker

Equal rights

Christopher Sergel's adaptation of
Harper Lee's novel of violent events in
a small town in Alabama in 1935, is
holding packed houses in rapt atten-
tion at the Rep. Its central issue - of
equality before the law for black and
white, and the flagrant abuse of this
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square, with its timbered houses re-
volving to create a spacious, galleried
courtroom, not only sets time and
place but creates a framework for the
life of a whole community.

Ann Fitzgerald

RESOURCES

Digital audio tape, CD video, desktop video... Barry Fox looks to the future

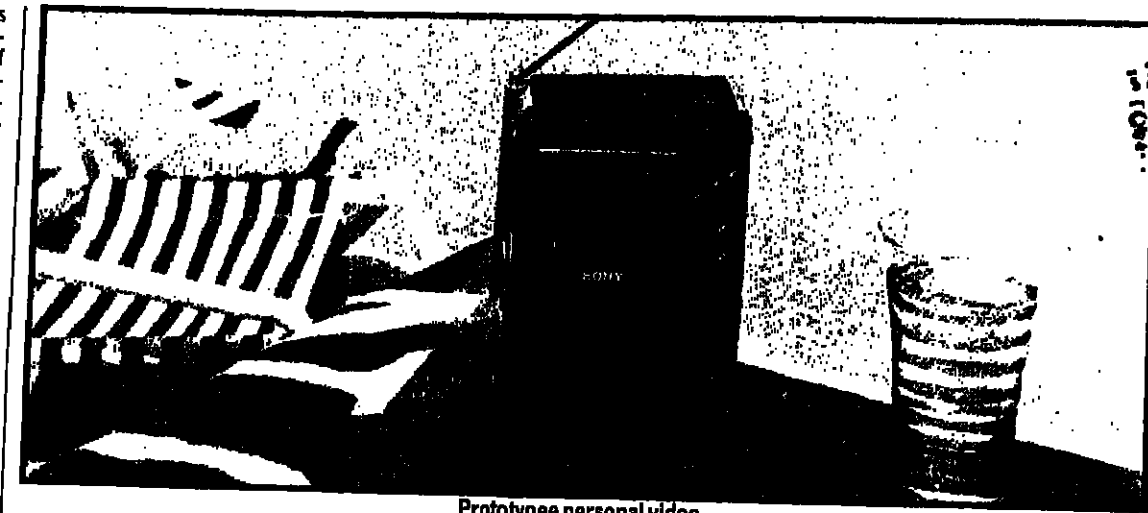
The Berlin show

Every two years the world's electronics companies converge on Berlin to show off their wares at the giant Funkausstellung audio and video exhibition. By tradition, all major announcements and new product launches in Europe are saved - or hurried through - for the Berlin show. This year, there were two major centres of interest, digital audio tape and compact disc. Super-VHS, a greatly improved version of the standard VHS video format, was not ready for launch.

Digital audio tape

The much-publicized new digital audio tape cassette, DAT, is around the size of a credit card, and can record at least two hours of digital stereo sound with the same quality as compact disc. Although industry and education could benefit from DAT, for instance for taping radio, its launch has been delayed for 18 months because of pressure from the record industry. For a decade now the record companies have complained bitterly that home taping is killing their business, and predict even worse times with DAT. Since May 1986, they have been lobbying the Common Market law makers and the American government to pass laws compelling the electronics industry to build circuitry into DAT recorders which would stop records being taped.

As politicians try to reconcile one law to make home taping impossible with another to legitimize it in return for a tax on tape, the electronics industry has held fire on DAT. The watershed was scheduled for Berlin. All the major Japanese electronics companies had brought DAT recorders and tapes ready for a grand slam launch on the Friday evening. But by Thursday they were all waiting to see what the others would do. Finally, as the show opened, Sony bit the bullet and announced the launch of DAT throughout Europe this October, with a table-top player costing around £1,300 and tapes at over £10 each. Sony also showed working pre-production prototypes of a portable DAT recorder and car player. Instead of following Sony's lead, as expected, all the other Japanese held back by labelling their DAT recorders "prototypes".



Prototype personal video

Instead of killing CD, as some casual observers have foolishly suggested, the launch of DAT could well stimulate sales. After years of reading about DAT, the public will now see that it is far too expensive to rival compact disc. Good disc players cost under £200 and the price of discs is falling as the supply from factories round the world exceeds demand.

The Berlin show was also earmarked for the much-publicized launch of CD video. This turned out to be something of a damp squib. CD video is a modification of the successful CD format which goes back to its roots in the unsuccessful LaserVision disc. Because both CD audio and video discs are read by a laser, it makes sense to use a single "combo" player for both. CDV is a new name for the old 12-inch two-hour videodiscs; it is also a new name for a new five-inch compact disc with five minutes of video as well as 20 minutes of audio. CDV is also used to describe eight-inch discs which hold an hour or so of pictures and sound.

Whereas LaserVision had an analogue stereo sound track, CD video discs of all sizes will have only digital soundtracks. While the new CDV players can play old LaserVision discs, LaserVision players will not play the new discs because they have no digital circuitry. Disgruntled owners of old

players can seek compensation from makers Philips and Pioneer under some as yet unspecified scheme. Although CD audio is a universal format, a CD video disc bought in America won't work on a European player, and vice versa. Despite promises to the contrary from Philips, the compact video discs at Berlin were marked only in small print with the PAL (European-format) or NTSC (American-format) label. There will be confusion when discs imported from America and Japan are sold alongside European ones. And, despite all the ballyhoo, the system is not yet technically ready to launch.

CD video

There was a splashy display in the CD video launch hall, but close inspection showed that almost all the five-inch discs shown were conventional audio discs. Out of six video players five were of NTSC format, and made by Pioneer. The sixth, a Philips 475 PAL player was not working. The few CDV players elsewhere in the show were mostly American standard. But the classical music software company Unilel had a PAL player and Philips had a few in its own pavilion. PAL picture quality - except for a few very carefully selected discs - was astonishingly poor with drop-out blips

on the screen, interference bars, colour noise, and picture break-up. Even the Philips demonstrator admitted quality was "not good".

The Philips players all had a disclaimer label on the back, saying they were only trial models. Each day a few more PAL discs trickled through from the Philips factory at Blackburn. Pioneer also showed a PAL player, and picture quality - even from discs which looked bad on Philips players - was significantly better.

In America, Philips, Polygram and Pioneer have now delayed the launch of CDV until after Christmas, blaming shortages of suitable discs. In Britain it seems highly unlikely that it will reach the market before the spring. All this had a horribly familiar ring. It is just what happened with LaserVision and the Philips V2000 video tape system. Both were announced, hit technical problems, came late to the market and failed. It would be a tragedy if this happens with CDV, because schools could well benefit from combi players which handle all sizes of audio and video discs.

Berlin hardened the lines between the VHS and 8mm video. There is a now a 50/50 market ratio between Philips for camcorder sales. At Berlin the ubiquitous C7 and C9 from JVC were everywhere as clones sold under other firms' names. Sony 8mm Handycam clones abound too. The new

Handycam "digital memo" has a cut which lets video photographs superimpose previously prepared slides on a scene while it is being shot. Sony also showed the first desktop personal video, an 8mm VCR with a six-inch colour TV screen. There was also a prototype VCR-TV combination which is about the size of a paperback book. A colour screen displays pictures from a built-in VCR.

Personal video

Sony is pushing the personal video hard because it capitalizes on the three-hour playing time available on an 8mm cassette, compared to one hour maximum from a VHS cassette.

All the latest VHS and 8mm camcorders now have a variable speed electronic shutter. The system can freeze rapid action without blur. When tape is played back in slow motion, freeze frame, each image is clear and crisp. The system is ideal for making sporting action, and thus useful in training.

The nearest innovation at Berlin surely a new video recorder for Grundig. It makes the awkward setting the timer easier than before. The Grundig VS40, due in Britain around Christmas for £670, looks like an ordinary VCR, but connects with a conventional VCR as the usual way. But the VCR incorporates a teletext decoder and displays pages of CeeFax or Quade on the screen of a non-teletext set - itself a valuable feature.

If the displayed pages are TV programme schedules, the recorder does this by generating a special cursor spot which appears on the screen. The user moves the cursor and down with the VCR's remote control until it sits on the starting time displayed for whatever programme is to be recorded. When an extra button on the remote control is pressed, the video recorder reads the digital text signal for the chosen time and automatically sets itself to start recording at the time shown. Dashed are these German!

Picture post

The Rat (177)
The Robin (178)
The Human Body (140)
The Human Body - Breathing (174)
The Human Body - Digestion (140)
Each plus VAT
Pictorial Charts Educational Trust, 20 Kirchen Road, London W13 0UD.

This is the latest batch from PCEI, who keep up a steady flow of high quality wall charts. "The Rat" is really about rodents in general, and has pictures and information about habitat, feeding and general economic and environmental effects. "The Robin" is divided into seasonal quarters and shows the bird's yearly cycle. Each chart comes with notes.

The three human biology sets show the various structures and functions of the human body. "The Human Body" is a two chart set which together to form a detailed anatomical picture of what lies beneath the skin. "Digestion" has a large general diagram, together with separate pictures of important organs. "Breathing" is actually four smaller charts showing the whole respiratory process in great detail. The effects of smoking are graphically dealt with. Each set is accompanied by detailed notes, incorporating smaller black and white versions of some of the main chart material. There is permission to photocopy the diagrams. This is useful material for upper and lower secondary schools.

Online

THE OPEN College begins transmission on Monday on Channel 4 (see page 41). Some of the 36 titles announced at the August launch of its prospectus should interest readers of this column. Courses selected from Taytec (where OC's Scottish Manager Iain Fraser was sales director) include *Understanding Information Technology* (55 hours) and *Computers in Business* (40 hours), which has sold well to VTS schemes. Both cost £44 and comprise four workbooks and two audio tapes. Fraser emphasizes the practical relevance of these to students' jobs: "the most important person is the one doing the course... we have to be street-credible as well as street-wise".

First Steps in Business Computing (£75) is a practical introduction to spreadsheets, word processing and database management. Developed by Mid-Anglia Consultants, it comes as two floppy discs for IBM PC or clone. It is said to take only 14 hours (excluding however long it takes you to get hold of a suitable PC). Unfortunately, no tutor support is available for any of these courses yet. If facing it alone proves too much for you, wait for the 1988 course "IT for the Terrified". Alternatively, prepare for career change with *Is Self-Employment Right For You?* (£50) or *Pub Business* (£235).

THE DOMESDAY system is widely regarded as the database to which schools contribute but whose AIV (Advanced Interactive Video) hardware they cannot afford to buy. Making Domesday available to schools through cable television seems a creative use of narrowcasting. The newsletter *Inside IT* reported last week that Coventry Cable is negotiating for the rights to pipe Domesday down its proposed educational channel for all Coventry's schools. However, no-one at Coventry was willing to confirm that deal is under way. Given Acorn's vested interest in selling stand-alone systems, it looks as if this brilliant scheme may never get off the ground because of the complex rights position. Understandably, no-one at Coventry wanted to talk about that either.

MEANWHILE, BBC Enterprises is pushing ahead with further Domesday products. On September 30, they are launching seven Resource Booklets (geography, art/craft/design/technology, environmental education, social sciences, maths, projects/topics and inservice training), each designed to give teachers a guided tour of the relevant parts of this gigantic database. Two floppy discs provide *Domesday Display* software that allows the teacher to pre-program a presentation - for example to portray a carousel of images, or a specified surrogate walk with text overlaid by the teacher.

The materials sound helpful and practical, but also can only be bought as a complete package costing "around £50 to £60". That may not be excessive for seven booklets and two floppies, but it is an inflexible way of marketing to secondary education, where ordering is often from a subject budget.

The other software launch is *Datamerge*, a three-floppy pack to support business users who want to feed in their own data, merge it with Domesday and search the merged database. It will sell for £399 plus VAT - an amazing add-on price to provide a facility that any serious business user might have expected in the original system.

Market resistance to AIV in business has often prompted the "Yes, but what else can it do?" reaction. So Acorn and BBC Enterprises have been persuading other interactive video producers to provide "Domesday-compatible" versions. Epic Industrial Communications has released a Domesday version of *Introduction to Solid State Electronics*, the training package they produced jointly with the DTI and EETU (the electronics union). At £2,300, the price is unchanged, as is the performance. Interactive Systems (ISS Ltd) may be commissioned to version their Talent Series (which includes such generic topics as telephone skills and written communication).

Jacquetta Megarry

Next week

Mike Thorne reviews TTNS, The Times Network: Systems: electronic mail and database for schools.

COMPUTERS/IT

Future shock treatment

Diane Hofkins visits ORT's resource centre



High tech bus conquers fear

It's the start of another term, and you find yourself faced with yet another bunch of precocious monsters who know far more about computers than you think you ever will. What do you do? Perhaps you can get your I.e.u. to send you on a course called Computers for the Terrified. It's available at the ORT Resource Centre in North London, or it can come to your own area on one of the centre's two high-tech buses. There are also introductory short courses aimed specifically at primary school teachers, and at teachers of older pupils and trainees.

If your technical understanding is more advanced, but you need some updating, there are courses in robotics and automation at three levels (one is for absolute beginners), and in computer assisted design, among others. Since the centre opened two years ago, over 3,000 teachers, business people, pupils and adult learners have received training there or on one of the fully equipped buses, and some teachers have passed on what they've learned by running in-service courses in their localities.

ORT stands for the Organization for Rehabilitation through Training, and was little known in Britain until a few years ago. In fact, it is over 100 years old, founded as a self-help group for Jewish refugees from Russia and it has been educating people for jobs ever since. Today it is the world's largest non-governmental vocational education agency, with more than 700 schools and centres in 30 countries, and a training programme in the developing world. Its headquarters moved to London in 1981.

There are resource centres in London, Tel Aviv and Buenos Aires. The London centre benefits from its connection with the World ORT Union's technical department - a high-powered education and technology think tank, which develops courses and materials and looks to future developments.

Over the past five years, Government ministers have been much influenced by ORT's ideas, although the organization itself is non-political. Lord Young, a former chairman of ORT's British wing, was inspired by the MSC, he set up the TVEI. Now ORT has invited its own development of the science and technology aspects of the City Technology Colleges' curriculum.

One of the main reasons for setting up the resource centre in 1985 was to help provide much-needed training for teachers who would be involved in the

TVEI, and now it will be doing the same for CTCs. ORT will also prepare hardware and software and other materials, and adapt existing material for use in the new schools.

Joseph Harmatz, director general of the World ORT Union, agrees that their influence on the colleges' development may be "spiritual" as well. "A grown up human being should be a balanced human being," he stresses, and this means that arts and sciences are both important. People need to be able to communicate and to know where they have come from, as well as to be *au fait* with the latest technological developments, he says.

Technology is changing so rapidly that it is impossible to predict the needs of the future. "But in order to be prepared, you have to give it the possibility to develop, and you have to give the minds of young people a chance to play, and to let them work," he says. Creative scientists tend to develop their best ideas between the ages of 20 and 30, so schools need to set the stage for this kind of creative thought, he feels.

His approach to ORT's development work is similar. The organization seeks out the best available people, gives them a conducive environment and lets them create, he says. Then, they need to figure out which ideas will take off and which won't. When ORT's first began training people in electronics, cynics said it would never catch

on, and their students would soon be unemployed. Now, the technical department is doing work on alternative energy sources.

So, the idea is to link the visionary with the practical, always with an eye to the present and future needs of industry. What does all this mean for the terrified teacher? Courses are intended to be practical and specific, and teachers are given help in figuring out what software programs to buy for their schools, and what equipment they should push their I.e.u.s to purchase. The courses help people "relate the concept to the concrete", explains co-ordinator Jonathan Rabson. Using computers across the curriculum is emphasized. This is an important aspect of ORT's work, and one it is still developing. "When we speak of technology, we don't speak of technology only; we speak of the entire concept of using technologies," says Mr Harmatz. Computers are an important teaching device, but also a tool for discovering new ideas and aiding thought.

Most courses at the centre are open to people from both education and industry, to enable them to rub shoulders. Arthur Jones, its director, explains: "What we are trying to do is to make sure that the gap between what happens in industry and what happens in schools is kept as narrow as possible - although there will always be that gap".

In addition to the two high-tech buses, the centre runs a Department of Trade and Industry-sponsored "mechatronics" awareness bus. Mechatronics is the combination of electronics and mechanics, manifested in such products as digital watches, self-focusing video cameras and electronic typewriters. The bus shows new developments in manufacturing to decision-makers in further education, and demonstrates to industry the value of investing in FE, Mr Jones explains. In fact, the centre's courses in programmable logic controllers, which link mechanics and computers, are quite popular with colleges.

The centre is represented on the industry education advisory committees of the DTI and the DTI. It also has close links with I.e.u.s, HMI and other bodies, such as the National Union of Teachers, the Centre for the Study of Comprehensive Schools, the MSC and the TVEI teacher support unit. Financial support comes from government, industry, charitable foundations and individuals.

Courses can be designed to meet specific needs, but all include training materials, an audio-visual presentation, and follow-up. The centre's activities have included courses for BTCC students and lecturers, girls-only courses, seminars for MSC personnel, courses for handicapped YTS trainees and an international workshop on biotechnology. It also supports the work of 30 ORT/Open Tech robotics and automation open learning centres around the country. The centre itself includes a laboratory/theatre, packed with computers, a laser demonstration room, a plastics technology room and a Jewish studies room.

Course development at ORT House continues apace. Their Robotics and Automation open learning course is already certificated by City and Guilds, and an advanced course is now under development, in conjunction with IBM. Work on fibre optics, sensors and telecommunications is in progress, and studies on energy sources are well advanced. It is, of course, hard to predict the curriculum of the future. But the real resource, says Mr Harmatz, comes from the teachers at the end of the day. "When they come back to the front line with their criticisms and ideas about exactly what they need, 'then the resource centre will really come alive'".

The ORT Resource Centre is at Hillfield Road, London NW6 1PY (01-794 0029).

bits

CRAFT STARTER PACKS
Children wishing to try a new craft area can do so with a Dryad starter pack. The packs provide crafts in areas such as marbling, photography, quilting, batik, silk painting and weaving. Each kit contains all the materials or equipment needed together with detailed instructions.

Dryad, PO Box 38, Northgates, Leicester LE1 9BU.

THEN, WITHOUT NOW
The "Then" book of the *Now and Then Young Writers' and Illustrators' Pack*, reviewed in the issue of August 21, is available on its own, priced £3.95. This facsimile of *The Scott Children*, written and illustrated in 1886 by 12-year-old Gertrude Sharpe, is available from Now and Then Press, 47 Arlington Rd, London NW1 7ES.

Children's BOOKS on TAPE
Cassette catalogue
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The Rockschool Series

Rock Guitar Method (7406)
ISBN 0 85162 040 X
Rock Bass Method (7407)
ISBN 0 85162 039 6
Rock Drum Method (7408)
ISBN 0 85162 038 8
By Deldre Cartwright, Henry Thomas and Geoff Nicholls; edited by Chris Lent.
Tutor and stereo audio cassette, £8.75 each.
Boosey and Hawkes Music Publishers Ltd., 295 Regent Street, London W1R.

It is ironic that, despite this country's innovative contributions to the commercial music scene worldwide, British musicians and educators have been slow to realize the potential of creating good teaching materials for young musicians. For years the only tutors in jazz and rock styles were from the USA. This country is still waiting for the first proper school for the performing arts that will integrate the skills of the commercial music business into a secondary curriculum.

The excellent *Rockschool* television programmes, first shown in 1982, demonstrated just how well British musicians could evolve sensible techniques of presenting the difficult, and often sophisticated concepts of making music in rock styles. Although the *Rockschool Sessions, Volume 1*, essentially series of music from the TV series, have been available for some time, a series of tutors devised by the

The tutors are designed for those

who are just beginning "to grapple with their chosen instrument and want to be taught by the best in the business". There are 20 self-contained units of tuition in each method, covering many different styles of rock music including reggae and funk, playing techniques and essential musical knowledge. In addition to a thoughtfully laid out book, there is an accompanying audio cassette containing all the musical examples.

Becoming musically literate is of paramount concern, particularly the mastery of rhythmic notation. Tablature is used alongside staff notation for all the music examples. All the specially composed music is cleverly written, recorded. It ought to be said that any serious student would do well to buy all three methods for the recorded examples alone. There is no duplication of music between each tutor and many of the backing tracks contain some really inspired playing, particularly the lead guitarists Henry Thomas.

Deldre Cartwright's *Rock Guitar Method* presents basic reading skills, and rhythm styles, essential "open" chords and patterns involving bends, slides and vibrato. Soling ideas across standard chord changes integrate the common rock licks and riffs in a variety of musical situations. It is a pity that in first position no mention is made of the transposable nature of chords that form the broad base of guitar playing. The book is a pity that in first position no mention is made of the transposable nature of chords that form the broad base of guitar playing. The book is a pity that in first position no mention is made of the transposable nature of chords that form the broad base of guitar playing.

plectrum movement, the basic "one-and" as a "two-and" is overlooked. *The Rock Bass Method* by Henry Thomas. Little physical technique is discussed, simply the business of playing the appropriate notes. In this respect the music examples are very effective but there is no mention of the hammering, sliding, pulling off, slapping and popping, all used with great panache on the backing tracks in the first position and no indication is made of the technique of transposable patterns with stopped fingerings. The use of guitar fingering, one finger per fret, is, in the lower positions often quite impossible for the young player with small hands. Some mention, at least, could have been made of the use of double bass fingering employed many professional electric bass players.

By comparison, the *Rock Drum Method* by Geoff Nicholls takes the aspiring player through material that would probably form the basis for reference book of patterns, rhythmic exercises and techniques. Unlike the other Methods this has a valuable appendix that gives ideas on extending the course work. The book should have been produced in a larger format to aid reading across the drum kit. Overall, this is an excellent series of publications that ought to be available in every music classroom library. There are still so few dedicated teachers in this area of music that most of the help they can get.

Mike Thorne reviews TTNS, The Times Network: Systems: electronic mail and database for schools.

Gerald Hall

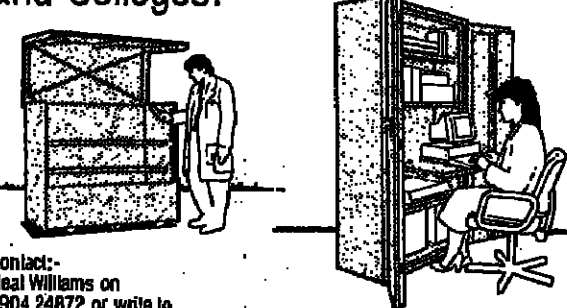
heavy-fingered child typing. Overall, this is a helpful set of utilities to improve an already popular word processor. There are minor irritations: the disc is not dual format (40/80) as Logotron had indicated, and it would not autoboot on my system (presumably because it doesn't start up in Basic). This was easily fixed, but why not include the command *BASIC in the IBOOT file?

The booklet is well-written but unattractive - the pages are too large for the print size. However, the package gives the feeling of having derived from practical classroom experience, and satisfied PenDown customers will almost certainly find this a worthwhile upgrade, though it's more expensive than I expected.

Jacquetta Megarry

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LOCK IT UP - LEAVE IT SAFE

RESOURCES/VIDEO

Two springs reflect the moon

Nigel Morgan on China's music renaissance



The Performing Arts of China (CB1V)
Folk Music (CB2V)
The Opera (CB3V)
Uighurs on the Silk Route (CB4V)
Minorities of the Southwest (CB5V)
The Children: Tomorrow's Artists (CB6V)
Produced and Directed by Deben Bhattacharya
VHS, £35 plus VAT and p&p each
Sussex Video, Townsend, Poulshot,
Devizes, Wiltshire SN10 1SD.

To the ancient Chinese, music was, in its essence, a sound but a transcendent force. Even today this view survives. While many of the traditional skills and much of the repertoire continue to be practised, there is, in China, a renaissance in the performing arts in which music, both in its classical and folk literature, is a central, thriving and developing activity.

The vigour of the renaissance is beautifully captured in a series of six videos. Directed by the Paris based ethnomusicologist Deben Bhattacharya, they are the result of six months' travel and research in the snowy wastes of Northern Mongolia to the orange groves of Southern Szechow.

Each lasts just under half an hour and presents alongside its subject material background footage of the landscapes, historical treasures and glimpses into the every day life of the Chinese. In the first video of the series, *Instruments and Music*, introductory panoramas of the Great Wall are followed by a sequence showing members of a community at Hangchow performing the ritual exercises of Tai-Chi before the working day begins. It is against this background that the view-

er is introduced to the more common traditional instruments in use today. The Erhu, a two-string fiddle; the chin, a zither; the Sheng, a multi-valved mouthorgan; the Pipa, a four-string lute, are shown in their construction and being played by the instrument craftsmen themselves in their own workers' orchestra. A fascinating and elaborate percussion cadenza performed as the centrepiece of an orchestral composition is contrasted with a reflective duet for stringed instruments, "Two Springs Reflect the Moon".

As a general introduction to the essential characteristics of the Chinese classical music tradition this video is the most valuable of the series for use in the music classroom, particularly at GCSE level.

Folk Music, Minorities of the Southwest and Uighurs on the Silk Route contain unique video documentation of the performing arts in the folk traditions. In Mongolia professional travelling musicians have been filmed entertaining nomadic herders and their families. Lively vocal performances and the music of the Morinjur, a two-string fiddle whose repertoire is devoted almost exclusively to the celebration and description of the heroes are presented in a musical evening from the Steppes.

It is in the video on the *Minorities* that we see and hear the true folk performing arts. In the opening sequence, under the shadows of the Stone Forest at Yunnan a "butterfly dance" is performed by musicians playing extraordinary long-necked lutes with drum-like resonators.

The video on the *Uighurs* displays the breathtaking landscapes of Sinkiang, the central province of China. Here in the Islamic communities we hear the instruments and songs of the

Cossacks, a dance school is seen in session and a visit is made to an afternoon of family music making. Of the remaining titles, *The Opera* is a splendid introduction to the fantastic world of Chinese Music Theatre. Teachers contemplating their pupils' shops next term on Judith Weir's "A Night at the Chinese Opera", would do well to prime their classes with this video. Here the diversity of mime, acrobatics, the martial arts, drama, costumes, masks and make-up are presented alongside visits to a screen-factory where those amazing tuned gongs are made, shots of the theatre of the Summer Palace in Peking and a student performance in the open air.

The Children: Tomorrow's Artists is the least successful of the titles in the format. A rather extended sequence on music and movement at a kindergarten and a most embarrassing Chinese attempt at Suzuki-style tuition on western instruments mars otherwise interesting material. A performance by a young player on the Erhu is a piece of descriptive of horses racing quite superb.

For the teacher, the accompanying booklets are simply not adequate. Until Andy Jackson's eagerly awaited book for GCSE pupils on ethnic music is published next year, follow-up material for these videos will be hard to come by. Sussex Video would do well to commission proper documentation for this series, particularly the first and third titles. For the teacher, advisers, librarian shopping for resources or world music studies suitable for classroom, resource centre, or college or university library these six videos provide a sensible and integrated introduction to the performing arts of a beautiful and dignified culture.

Why do cats have whiskers?

Robert Johnsey looks for scientific answers

Why do Cats Have Whiskers?
Where do Lost Balloons Go?
What is the Brightest Star?
How Big were the Dinosaurs?
Why Doesn't Grass Grow on the Moon?
Coronet Films; produced by Bill Walker Productions Inc.
£44 each, £8.80 to hire
What is an Eclipse?
£44, £8.80 to hire
Man Makes a Desert
£44, £8 to hire
Gravity, Weight and Weightlessness
£44, £8.80 to hire
Air Pollution: a First Film
£44, £9.60 to hire
Water Pollution: a First Film
£44, £9.60 to hire
Sound: a First Film
£44, £8 to hire
BFA Educational Media
All prices exclusive of p&p and VAT
VHS and Betamax; also available in 16mm film
Viewtech Audiovisual Media, 161 Winchester Road, Brislington, Bristol BS4 3NJ.

There's no doubt about it. Children will sit and watch a television screen more readily than they will read a reference book or listen to a teacher. Somehow there is novelty value and a certain expectation of entertainment involved. So unless we are lucky enough to have a video recorder set up permanently in our classroom should we go to the trouble of whistling it along the corridor in order to show one of Viewtech's short science programmes?

Well yes... and then maybe no. The programmes are in two sets. The Coronet "Wonder World of Science" films are probably best shown to six to nine-year-olds while the BFA Educational Media collection would suit the eight to 12-year-olds.

When I first opened the box of cassettes some of the Coronet titles caught my imagination. *Why Doesn't Grass Grow on the Moon?*, *Why Do Cats Have Whiskers?* and *Where Do Lost Balloons Go?* are the kind of

questions that should be buzzing round a good primary classroom. My first disappointment was to find that the films were American and that they definitely had Walt Disney overtones. They feature a wide-eyed cartoon cat who asks "I wonder... I wonder how big were the dinosaurs?" (I should think six-year-olds would love him.) Then a benevolent (adult) narrator joins the cat to explain the "answer" as though there were no doubts at all in the world of science. There is little of a thought provoking nature in the films. They represent an uncomplicated helping of scientific fact, albeit served in an appetizing way.

Grass On The Moon uses the memorable moon landing shots and shows us that grass can be grown in moon dust as long as it is on earth. The cat actually does some forward thinking at the end of this one in that it is asked to imagine a lunar greenhouse and its special requirements. *Lost Balloons?* Well the cat is made to float up on a helium-filled balloon where it finds that the molecules of air are further apart up there and the balloon will eventually burst. He probably doesn't have a clue what molecules are but (unfortunately) he is saved by his parachute which becomes full of them.

The *Dinosaurs* film covers the important idea that scientists build a picture of the world by gathering and interpreting bits of evidence. Footprints, bones and fossilized skin give us a pretty good picture of those beasts we find mostly in horror films and children's comics.

The BFA films for older children, while having less attractive titles, present their facts in a less patronizing way. *What is an Eclipse?* is a welcome sequel to the Coronet film *What Is The Brightest Star in the Sky?* The solar observatory is in southern California, but the subject matter is of international interest. There are some exciting real-life views of the surface of the sun in close-up. The explanation of the solar and lunar eclipses, however, depends largely on animated diagrams. I've done better with two footballs, two volunteers and a table lamp in a darkened room.

The video really comes into its own with a film like *Gravity, Weight and Weightlessness*. Here we see astronauts falling over themselves to help each other as their NASA research plane plummets to earth. (Don't watch this after a heavy meal.) We see sports day - lunar style - and realize that even we could win the long jump with such an advantage. The same stills in a text book could never convey the same meaning. I found myself intrigued by the idea that a cannon ball, if fired at a great enough speed, will not fall back to earth but, in theory, follow the earth's curvature. The animated sequence enabled me to make the connection between this and putting a space craft into orbit.

Man Makes a Desert and Water Pollution - a First Film are two useful ecological videos. One takes us through the water cycle and then covers sewage treatment and the problems of acid rain. Unfortunately the rivers, the smoking chimneys and the depressingly ugly industrial complexes are all American.

The *Desert* film describes how a part of southern America was turned from rich grasslands to desert over a number of years by overgrazing and general mismanagement. The point is made well, but there are more recent films for British children to watch.

The other films in this series, *Sound - a First Film* and *Air Pollution*, are both worth taking a look at.

If we compare the use of videos with books then the advantages of animated sequences and real-life film are quite clear. Add to this the obvious attraction of television for most young children and there is a strong case for its increased use in the classroom. However, selection is, or should be, especially true since the world we want them to learn about is three-dimensional and responds to our actions, unlike the flat, sometimes magical screen of the television. I was ready to orbit about cannon balls going into orbit about a cartoon space because of a range of fairly practical experiences. Are your children ready to learn in a similar way about such things as eclipses, molecules and weight?



Talk it up

Talking With Young People (P 525)
VHS video, 45 mins plus user's guide and text, "Unsettling Accounts" £25 per pack. User's guide and further text available separately, £3.95 each
Open University, School of Education, Centre for Youth and Adult Studies, Milton Keynes MK7 6AA.

Talking With Young People is a video-led training pack which aims to explore the skills, values and attitudes needed to build relationships between young people and the adults who work with them. If you are a trainer looking for "youth work by numbers", a bag of tricks or an easy filler, this pack is not for you. Although there is plenty of material and most of the major issues are raised, it needs careful reading and matching to the needs of the group. The video is in two parts: The first comprises 43 triggers on talking with young people, our work, our attitudes and our feelings. The second presents a 30-minute drama which unfolds during a residential weekend.

Triggers can be a lively way to stimulate reactions and engage the viewers' feelings. Here the camera presents situations of standing and talking; coming into a closed knot of young people; or sitting as a pair on the floor. This feels realistic and helps viewers to discuss and "re-live" responses to situations with which they are unfamiliar or lacking in confidence. But triggers inevitably lose impact, and as these are somewhat lacking in forcefulness and directness, the viewer needs to select carefully around a particular theme.

The second part explores issues such as worker skills, values and attitudes, co-working, stereotypes (gender and disability - very little on race) and group development. What jarred for me was the young people's total lack of involvement in any of the decision making, and the worker's style, which varied from jolly along to becoming a little more subtly would have been refreshing.

The further text on "unsettling accounts" has practitioners reflecting on their own experience of working with young people. In one account, recorded extracts from a youth work placement give a painful insight into the student's lack of role and feelings of inadequacy.

If nothing else this pack should help to legitimize talking with young people as a skilled process and not a soft and easy option. Although its roots lie in youth and community work, it should prove useful to anyone engaged in helping people learn from their experience within a group work setting.

Yvonne Cannon

Film festival

The Birmingham Film and Television Festival takes place October 10-13, and will include a children's section. Local authority schools have until September 30 to submit nominations (in the form of a letter) for The First House, "First Time" Award for the best video. Information from Roger Shannon, Festival Director, Festival Office, Birmingham Arts Centre, Cannon

MEDIA



Three weeks ago an advertisement went out on Yorkshire Television, inviting people to tune in to the Open College, which starts on Monday. Over the next two weeks there were 10,000 enquiries. Then it was announced that TV-am would run a one-hour feature on the Open College on Saturday, September 26, followed by a weekly slot every Sunday and repeat series to run in the vacations between the 10-week terms on Channel 4. With all the surefire thrust of a Saatchi and Saatchi campaign, Sheila Innes and her team have picked up Impetus and got the media bandwagon of the Open College rolling.

Now, with an animated version of the OC logo to "kick" them in, lively music to catch the audience and a slickness of production which is a far cry from traditional preconceptions of "educational" broadcasts, the Open College programmes are coming on the air. And a first impression suggests that Sheila Innes as chief executive of the college has indeed "brought to the task the best of her experience as controller of educational broadcasting at the BBC". The commitment comes from Naomi Sargeant, who has contributed her own experience as a radical and innovative commissioning editor of educational programmes for C4.

Together the college and Channel 4 aim to attract a new audience of employers and "learners". They chose their label carefully to avoid any out-pitting connotations of conventional teaching, for these are vocational courses for adults who wish to learn in their own time and at their own pace. The role of the broadcasts, says Sheila Innes, is to give this kind of open learning "a central place, no longer on the periphery".

Unlike the Open University, the Open College's broadcasts will not be integrated into the actual courses. "That would be the antithesis of open learning," says Sheila Innes. Instead, they will reflect the range of ways in which people can learn, be "subliminally" through stimulus role plays and formal demonstration. All three can be seen in this week's programmes, which are intended to motivate people to attend courses in their local colleges and to offer them practical kits for experiments and packs of workbooks and tapes.

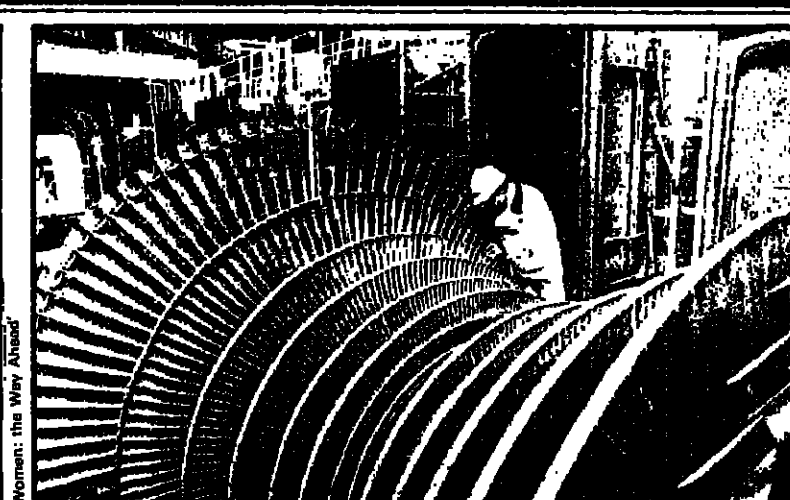
The most difficult area will be trying to teach practical skills. It is here that "the employers' confidence in open learning" wavers, says Naomi Sargeant. The first series of this kind is *Powerbase*, which tries to teach skills in electricity with a specially manufactured kit for home experiments. Interestingly, it is also the one our reviewer has picked out for criticism.

The live programmes with phone-ins for students and trainers are a totally new idea which will be adapted according to feedback from viewers. *Open Exchange* has been dubbed a "sort of students' common room", for a target audience of 25 to 45-year-olds who might be isolated in any part of the country. It aims to "pull them together". *On Course* will bring in people from other areas of training, like personnel from industry. Whether these can have the appeal of the pre-packaged transmissions remains to be seen.

If they do, they could sell Open College courses and materials to an identified audience of six million. These could include skilled people in work wishing to retrain; a possible 250,000 welfare year on Manpower Services Commission schemes; and unemployed people for whom the college is to run its own "starter fund". One thing is sure, though. As the director of *Open Exchange* said at the launch, "never in the history of selling has there been anything with two hours of advertisements per week". And they need to work if the college is to attract the business sponsorship, product sales and student fees which it requires to be self-financing in three years.

Details of courses and how to join are available from The Open College, Freeport, PO Box 35, Abingdon OX14 3BR (tel: 0235-555 444).

Gillian Macdonald



A week in selling

Anne Gray previews the first series of Open College programmes

OPEN COLLEGE
Channel 4, Mondays-Fridays 1-2pm
Open Exchange Mondays 1.00pm
It's a Deal Tuesdays 1.00pm
Make It Count Tuesdays 1.30pm
Women: The Way Ahead Weds 1pm
Reaching Agreements Weds 1.30pm
Powerbase Thursdays 1.00pm
The Business of Excellence Thurs 1.30pm
On Course Fridays 1.00pm

The Open College is in the business of selling: selling courses to, among others, that 70 per cent of the population who possess no formal qualifications. It's appropriate then that the first course broadcast element should be *It's a Deal* - "A Day in Selling".

This well-paced, general interest programme outlines the experience of four very different people in an amusing and compelling fashion. From Jack Green, market demonstrator, to Shirley Summers, recruitment consultant, the message is the same. Successful sales demand certain skills, skills which can be acquired, with application and with the relevant Open College package. The sales patter of the participants, and of the narrator urging us to try this OC course, is persuasive.

The Open College's opening salvo smacks loudly of its entrepreneurial nature and should generate many course enquiries.

On September 21 this broadcast-led open-learning agency will reveal its shop window to the world, dangling the carrots of OC courses in an attempt to attract, not the donkeys of the populace, but rather the owls and the ugly ducklings. For market research, commissioned by the OC and conducted by IBM, has identified six groups. Unkindly perhaps the researchers have assigned the following labels to these groups: bats (blind and disinterested in further learning or training); the most numerous, followed closely by ostriches (interested but unlikely to do anything about it); ugly ducklings (interested under-achievers with aspirations); owls (who desire learning for its own sake); Bugs Bunnies (motivated only by certain financial gain); and swans (already highly qualified).

The owls and ugly ducklings, who also have above-average ownership of video cassette recorders, have therefore been targeted as providing the most fruitful market for OC courses. What are they going to make of the first week's menu?

Of the 30-plus packages which the Open College will offer, with a projected total of 50 towards the end of the first year, six will be featured on Channel 4 during this launch week. These are: *It's a Deal*, a course on effective selling; *Make It Count*, which concentrates on basic numeracy skills; *Women - the Way Ahead*, for those contemplating a return to work; *Reaching Agreement*, a series focusing on constructive communication techniques; *Powerbase*, an introduction to all things electrical and *The Business of Excellence*, which explores innovative management techniques.

Mondays and Fridays throughout the year will be devoted to learners and trainers respectively. *Open Exchange* aims to give those following courses a forum for discussion on the experience of embarking upon an OC module and *On Course* will provide similar facilities for tutors. These programmes, in a sense, represent the soft-sell wrap-around to the hard-sell core.

In all, a palatable combination. But it is the course "taster" programmes which will determine whether or not the OC becomes self-financing in three years.

Most of the programmes are predictable, falling as they do into the now established continuing education broadcasting tradition of whetting the appetite for further knowledge. *Make It Count* is a tried and tested Yorkshire Television series which has been adapted for the OC, and which suffers not in the re-run. Its reassuring "you can do it" tone is mirrored in the comfy yet stimulating drift of "Life After Children", the first programme in *Women - the Way Ahead*. The latter in particular embodies all that educational television does best - in promoting affective rather than cognitive development, in nurturing the change of attitude needed before further learning can take place.

The case studies provided in "Life After Children" feature Mary, a plumber and roofer; Joan, a childminder extraordinaire; a group of women following an IT course and Jane, an Open University student whose studios have not only helped her regain her self-esteem but have also provided therapy in coping with the grief of losing two babies. This fascinating programme casts its net widely but will no doubt successfully scoop in all those female ugly ducklings who can afford the £35 course fee.

Powerbase, on the other hand, demonstrates how educational television can fall between two stools when it attempts to disseminate too much information using inappropriate techniques. Although the opening programme makes a valiant effort to acquaint the layman with the basics of electricity and, despite the fact that it employs simple graphics, constant verbal recap and the patron saint of

popular science, presenter Michael Rodd, "Round the Circuit" may possibly leave the viewer dizzy with too many facts too soon as it insists on using general programming techniques in a context where seamless confusion content. (Break the circuit, please, and give the learner time to assimilate).

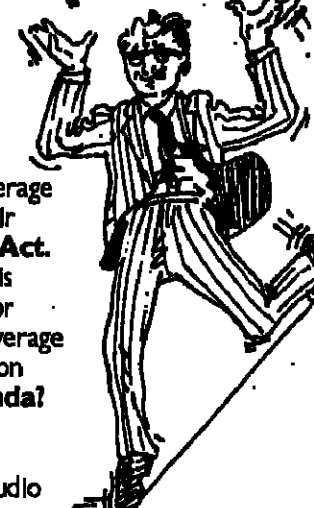
A cross between *Tomorrow's World* and an OU transmission, *Powerbase* is infinitely watchable, but requires replay. This very fact, however, may be what will prompt those with a general, or more specific interest in electricity to acquire the accompanying kit, videotape and workbook.

Overall, the Open College's initial reach to the nation should provoke a good deal of interest. The owls and the ugly ducklings will be enthused. Whether or not they enrol is the £15 million question.

SCHOOLS BROADCASTING
Previews on page 42

How to do A BALANCING ACT

"People Policies"
"Places Parties"



...and make an issue of it

Providing general election TV coverage that is gripping, informative and fair to all sides calls for **A Balancing Act**. A fascinating insight into how this is done, **A Balancing Act** is a major documentary of one day in the coverage of the '87 election. It is presented on BBC2 in two parts. **Whose Agenda?** looks at the people and processes involved in planning the day. **On the Air** takes you into the studio during the lead-up to the mid-evening news and Election '87 special. **Whose Agenda?** 24 September and 8 October 12.25-12.50. **On the Air** 28 September and 12 October 12.30-12.55.

News is ISSUES

Issues is a new current affairs series on BBC2 designed for a teenage audience. Every fortnight **Issues** takes a significant topical event, examines its origins, discusses the present situation. **Issues** fortnightly Thursdays 12.25-12.50 from 22 October. Repeated following Monday.

BBC TV
BBC
EDUCATION

TES reviewers look at new school radio and TV programmes for this term

Finding history

SCHOOL RADIO
History Lost and Found
BBC Radio 4 VHF. Tuesdays, 2.05pm
SCHOOLS TELEVISION
Zig Zag: The Vikings
BBC2, Mondays, 11am; repeated
Wednesdays, 1.30pm

A Viking ship noses silently up an estuary; a cyclist in a gas mask rides away to give the alarm; a woman in jeans with flowers in her hair puts away her galvanised wash tub, gathers up her ration book and her Simon and Garfunkel LPs and hustles into the Anderson shelter. This is the kind of picture of British history which the average 12-year-old will construct if we are not careful and coherent in the way we present the subject. The point is, of course, that the potent images – of Roman soldiers, of Viking ships, of diving Dorniers – are seductive classroom fodder and it is all too easy to fall in the task of setting them in context.

Perhaps the best way to go about it is to involve pupils in the gathering and interpretation of the evidence. That way, they learn about the relative reliability of different sources, about recording, about building a coherent and honest account from the results of research. *History Lost and Found* is firmly focused on this approach. It is intended to be a complete course for nine to 11-year-olds, it aims to show that history is not about a separate long ago time but a continuous process.

There are nine 20-minute programmes. The first introduces the notion of history as time travel made possible by the interpreting of evidence. A tape of children talking about their present-day school life is used to establish the idea that we can build an account from "clues". The second programme shows, through the tale of "Priscilla Perkins and the Case of the Missing Rock Star", that evidence has to be carefully interpreted.

Programme three invites children to interview their parents about the Sixties. Programme four looks at how a picture of a period can be built up by



The Vikings

using a variety of sources. These and succeeding programmes develop the theme of evidence and interpretation and guide the children towards thoughtful use of sources.

This is an excellent series which will go some way towards plugging the more obvious holes in junior history teaching. So many teachers feel the need to teach historical "skills" but have little real idea of what these are in classroom terms. This series pins the skills down in a very practical way, supporting its explanations with a wealth of fascinating examples. Programme six, "Women can Fly", is almost entirely devoted to a taped interview with Monique Agazarian, who was a ferry pilot with the Air Transport Auxiliary during the war. Her account comes complete with all kinds of technicalities about flying and engines and I am grateful that nobody decided it would be "too difficult".

The series takes great care in practical matters. In "Before My Time" the work on recording parental memories is prefaced by advice about how to get a good taped interview. To reinforce this, there is a spoof bad interview complete with road drills and fudging batteries, which pupils will find hilarious.

Primary teachers of history who feel that they should not just be "working through the book" but are not sure what to do about it, ought to look at this series. There is support material in the form of a slide pack with notes and

there is a background sheet on historical skills and evidence.

In BBC Television's Zig Zag the viking ship really does arrive. The first five programmes this term are called "The Vikings" and tell again the fascinating story of invasion and settlement which lurks so strongly in our national psyche. As a school topic, "The Vikings" is almost a cliché and lots of material is available. This series, however, makes considerable use of the Jorvik Centre in York which has itself considerably modified the popular image of the Viking as a fierce chap with a beard who did little other than plunder and pillage. What we see at Jorvik is the Viking at home – making, doing, living, even sitting on the toilet, which detail is I suspect the one most likely to be remembered.

The familiar story is at there – the incredible scope of Viking travel and trade, the ships, the settlements. We see ship excavations in Denmark and film of the original Jorvik discoveries. What is particularly welcome in the series, though, is a strong imaginative component – Viking stories are told, there are lots of art and craft ideas, and the last two programmes consist of a strongly cast and acted drama called "The Saga of Gunnar Coldhail".

This, too, is a quality production well worth its place in the school curriculum. It has the right feel – intense, dramatic, richly imaginative.

Gerald Haigh

What's news?

Covering election coverage

SCHOOLS TELEVISION

A Balancing Act
BBC2, Thursday September 24,
12.25pm and Monday September 28,
12.30pm.

The announcement of the General Election was a blessing in disguise for BBC Schools TV. They had already started work on a new current affairs series for older teenagers called *Issues* (which starts in October) and the idea of special Schools TV coverage of the election came from BBC News itself.

Producer David Taft had already spent three months on *This Week, Next Week*, and he welcomed the opportunity to come up with an election programme for schools with open arms.

A *Balancing Act* takes us behind the cameras on the election trail, and looks at how the media – and in particular BBC TV News – dealt with the election. There are two 25-minute programmes, the first asking "Whose Agenda?" and the second showing the process which takes a news programme "On The Air".

During the filming, Taft was half hoping for accusations of BBC bias to surface. Although he was disappointed, there's still an excellent section in the first programme in which party representatives (Norman Tebbit, John Pardon and Brian Gould) spell out the parties' ambivalent attitude to TV election coverage.

They all say the same thing rather differently. The common sub-text is "We like as much TV coverage as we can possibly attract, but we'd like it even more if you TV people said exactly what we wanted you to say". Only Norman Tebbit seems to differ in tone. He has a quiet air of triumph, because unlike the other two, he was interviewed after the election. The tightness of Tory security made the party very difficult to follow from day to day, and late in the campaign, when the Tories' lead looked threatened, they did seem to request the proposed interviews as a high priority.

What we get, in the end, is more shots of Kinnock and Labour campaigning than any other party. This doesn't imply bias on the part of *A Balancing Act*, though. Taft is right

when he comments that "everything we say about the Labour campaign could have been said about the other campaigns". And he points out that although Labour's campaign was the most TV orientated they still lost.

One very clear point emerges through the programmes, which in effect trace stories from the campaign trail to the *Nine o'clock News* studios. Despite the crucial need for balance, there was effectively only one man responsible for the tightness of the rope which was trod nightly by reporters, poll watchers, newscasters and interviewers. Tony Hall, then in charge of the 50-minute election news programmes (now elevated in the recent shake up to Editor, News and Current Affairs) clearly called the shots as far as priorities were concerned.

A *Balancing Act* wasn't entirely uncritical of his decisions. Why, asks the second programme, did one evening's news pay attention to a visit by David Owen to a Sikh temple? The implication is fairly clear. Although the story wasn't newsworthy, the pictures (Owen with respectfully clean handkerchiefs balanced precariously on head) were entertaining. "It seems whatever the party leaders do is regarded as news", observes the programme's commentary, trenchantly.

Will 14-plus pupils be well enough informed – or well enough motivated after the election saturation – to care how the *Balancing Act* is used? David Taft feels that levels of knowledge aren't that important. He opines that the drama of babydip/OAP kissing, breakfast deadline keeping, or news crews who drive halfway across Britain in the knowledge that their story has as much hope of being screened as the Monster Raving Loony Party has of winning Finchley.

Will at least fifteen young interest in the democratic process. For older more informed viewers, some of the nuances – like the politician's hypocritical flummoxing with the media, or the glimpse of a BBC sound man with a "Vote Labour" sticker on his head-phones – will form useful stimuli to debate about TV's role in politics.

Nick Baker

BBC EDUCATION

Why have a national curriculum?

What difference will it make to teachers?

And how will employers react to it?

Find out in this term's

TEACHERS TALK

Thursdays 1100-1105am
Radio 4 VHF/FM

When ANGELA RUMBOLD M.P.

D.E.S. (24 Sept, 1 Oct)

SIR WILFRED COCKROFT S.E.C.

(8, 15 Oct)

JOHN SELLARS B.T.E.C.

(22 Oct, 29 Oct)

and teachers' and employers' representatives discuss with

GRAHAM TAYLOR this

revolutionary innovation in our

education system

Last month, the National Library for the Handicapped Child opened its new premises at the Institute of Education, Bedford Way, London WC1. It is the only organization of its kind in the world. In the words of a visitor it provides a "booktunnel of adventure" beckoning children and their adult carers into the world of books and reading.

It is a welcoming place. From Postman Pat at the door to the rocking horses by the window, from the red boxes of toys to the dolls' house and telephone, everything is geared to young people and invites their participation. Children unable to walk have been seen dragging themselves to the big climb-in red and white rocket and, once there, have enlisted help to shut themselves in. Staff are constantly extracting books which have been squirreled away inside. The aim of the library is to make handicapped children see that books are not something from which they are excluded – another area of failure – but something available and exciting. So the toys come first.

Beverley Mathias, the director of the library, points with equal pride to the mobiles and the overhead projectors, to computers and to jigsaws. Children who use the library are rarely mentally disabled, but their disabilities may range from sensory impairment to cerebral palsy, and other motor control problems which make turning the pages difficult. "We don't want them to feel institutionalized, we want them to feel they're using something all children use," says Beverley Mathias, pointing to the audio and video cassettes, computer add-ons and overhead projectors which enable books to be thrown in large print on a screen. There are also filmstrip projectors, controlled by the child with a pulse signal, which take the page-turning out of picture books. Even the photocopy has push-buttons rather than touch-panels so that visually impaired people can use it.

There is always someone in the library to help accompanying adults with information on specific disabilities, the extensive reference library on reading and disability, and the selection of more than 100 periodicals from all over the world. There is also a cuttings file on "achievements" – stories of ordinary people who have succeeded in life though disabled, like the deaf BBC researcher, who uses a dog

Supporting Warnock's 18 Per Cent: six case studies. By Harriet Gross and Caroline Glips.
Falmer Press £15.95. 1 85000 141 3.
£8.50. 1 85000 142 1.

Warnock's 18 Per Cent: children with special needs in primary schools. By Caroline Glips, Harriet Gross and Harvey Goldstein.
Falmer Press £13.95. 1 85000 139 1.
£6.75. 1 85000 140 5.

The largest number of pupils for whom local authorities and schools need to make special provision are those who are not the subject of a Statement, but who have a range of difficulties in learning. Provision for this group has long been associated with the concept of remedial education, whether provided by the peripatetic teachers of a local authority remedial service or by teachers on the staff of a school.

This sector has not yet received adequate research attention. This is partly because it has been overshadowed in the special education world by the more pronounced difficulties of those who are the subject of Statements, partly because there is no lobby for it, as there is for integration, and partly because of its diffuse nature.

The need for detailed scrutiny is imperative, however. There has been a

Children with Language Disabilities.
By Michael Beveridge and Gina Conti-Ramsden.
Open University Press £6.95. 0 335 10279 4.

This book, written for teachers, provides a concise and coherent introduction to the field of language disability in children. It begins with a brief description of language development and the factors which influence its course. The authors then give guidelines for remediation, with the emphasis on functional use of language and consistency of teaching. The next three chapters outline three levels of lan-



Sophie Smallwood, who features in the Handi-Read books

Welcome to books

Victoria Neumark visits the National Library for the Handicapped Child

as her "ears". These case studies are particularly helpful to children who have become disabled later in life and to the relatives of disabled people.

As well as facilities for formal study, with cubicles properly lit and wired, the library has a range of audio language teaching programmes for teachers to try out. It has multi-media packs for disabled children to explore pre-reading skills and for able-bodied children to explore the feelings of disabilities; it has "twin vision" braille and print books; it has touchscreens on the computers (which range from Spectrum to BBC) and large print printers; it has talking books and a

Viewscan to transform small to large print; and an Adventure Playboard to teach road safety and a closed circuit TV in colour and black-and-white. Everything is user-friendly, including the word-processing package.

Initially the library was funded by the Enid Blyton Trust, but it is now in the process of becoming an independent registered charity and limited company. Imogen Smallwood, the founder of the library and Enid Blyton's younger daughter, remains its chairman, however. Most of the library's books are given by publishers and other donations and grants have covered specific pieces of equipment.

Special research

great deal of change in recent years, and there is wide variation in practice from one authority to another. The provision made for this group is probably the clearest indicator of whether a school is truly comprehensive, catering adequately for all its pupils, or whether indeed it creates learning difficulties for some.

The study reported in these two books is therefore very welcome. With a focus on primary school provision, it sets out to monitor the changes in remedial education in recent years and assess their impact on schools and children.

The first book is a conventional research report, though more clearly written and set in context than some. Four sets of data were collected and are described in turn: a questionnaire to local education authorities; interviews with key staff in six authorities; interviews with teachers in 30 schools (five in each of the authorities); and observation of 59 children in classes.

The questionnaire, sent out in 1983, collected information on how i.e.a.s. identified pupils with special needs and what provision they made for them.

The great majority ran one or more screening programmes, generally based on a reading test – either Young's Group Reading Test or an NFER test. In taking decisions on what to do about particular children, teachers used the test scores in conjunction with their own judgement.

The findings indicate major changes in provision – staffing levels, title of service, mode of working. Amid the surrounding education cuts, central support staff in this area have not been cut; in fact, there has been slight growth. (This rate of growth has subsequently increased, as indicated by a forthcoming report of an NFER survey conducted in 1984/5.) A key trend, emerging in both studies, is for visiting support teachers to work less with pupils and instead to see the teacher as the client of the service.

The remaining chapters outline the local authority context in the six case study authorities and present findings from the teacher interviews and pupil observations. The data on teachers are particularly useful in illuminating their views on the provision available and

Salaries are paid by charities or commercial donors and the Friends of the Library contribute through subscription to the newsletter. One private girls' school donates all its smoking fines.

In 1984, Mrs. Smallwood, whose daughter is disabled, set up the library in cramped accommodation in Victoria for a trial period. It now employs three full-time and two part-time staff, including Bengali, Italian and Spanish-speakers, and signers in English, Italian and Spanish. They produce excellent photo-story books written by Imogen Smallwood with everyday adventures of disabled children. More books are planned, including one about a deaf child's birthday party in a restaurant, using sign-language.

Looking around the bright room, a child eagerly scrutinizing the toys and adults talking by the files, it is hard to believe that this is the only resource of its kind. In two-and-a-half years, 2,500 visitors have come to the library, which receives no public money. Although much has been done on a shoestring, it will be many years before anyone can dream of a Scottish or Welsh library for the handicapped child. If funds can be raised for a mobile exhibition unit with a travelling helper, then at least workers in public libraries will be alerted to the greater use to which their existing books can be put. Consciousness-raising is an integral part of the library's work. "Making a nuisance of ourselves to publishers," asking for books to be reprinted, for bolder print or bigger white spaces, is a daily part of Beverley Mathias's work. In conjunction with the Royal National Institute for the Blind, the library is also helping to develop a teacher's idea of "clear vision": clear sheets with braille interleaved in picture books.

And what are the library's achievements? Beverley Mathias has seen a little boy with Down's syndrome and dysphasia become a "reading chatter" and a deaf child become an avid reader "just simply by being exposed to books". A little girl with the rare condition of tuberculous sclerosis, and delayed language, now responds with her own sounds to the use of an electronic apple with a worm inside which pops up in reaction to noise. As Ms Mathias says: "We try not to let the children come here because they're bad at something, but because here they will succeed."

Those who teach children with spina bifida and other handicapping conditions will find much of the information familiar. However, researchers are always valuable. The authors provide an extensive data base for teachers and care givers and the bibliography that ends each chapter is a useful source for further investigations.

The authors aren't afraid to raise new questions for which they do not yet have the answers. One issue of particular relevance to me concerns the degree of parental protection or overprotection of a handicapped child. When a child's physical safety and well-being are paramount in the parents' minds, it is all too easy to create unwittingly an environment which does not contain the stimulation necessary for development. It is often an environment of play and discovery that parents consider most unsafe. I would have liked to read more on the subject of family dynamics – a vital part in any educational process – but the authors acknowledge this lies outside their field.

One of the conclusions of volume one is that handicapped young people reach the same developmental stages as their non-impaired peers, but they take longer to do so. Volume two provides a wide range of assessment procedures to promote development and self-help within the child. These are invaluable since progress can seem so infinitesimally small. However, tiny details need to be recorded and evaluated because they represent such great strides. The reaching for an object or the discovery of a hidden toy can be momentous achievements for a handicapped child. Placing the achievements of a physically impaired young person within the structured framework of an assessment process gives them their appropriate value. Assessment, the authors emphasize, needs to be an interactive process among the group caring for the child.

Volume two advocates an interdisciplinary approach to education therapy. I heartily endorse the view that specialists are invaluable, but an interdisciplinary approach includes all those responsible for a client on a day-to-day basis.

After reading this work, my first thought was to discuss it with the rest of my team so that we can put some of the ideas into practice and research others. The authors have succeeded in providing assessment procedures that can give the impetus to develop curricula to meet the needs of those in our care.

Margaret Childs

Theory and practice

Profound Retardation and Multiple Impairment. Volume One: Development and Learning. By James Hogg and Judy Sebba.
Croom Helm £14.95. 0 7099 1242 0.

Most would agree that no person, even the most profoundly retarded with additional impairments, is ineducable. The question posed by those working with handicapped children is how best to put this precept into practice. It is a question that James Hogg and Judy Sebba have taken it upon themselves to answer.

Profound Retardation and Multiple Impairment is a two-volume work aimed at teachers and care givers. Volume one is concerned with theories about how normal children and their handicapped peers develop and learn. Volume two attempts to put theory into practice by offering strategies for teaching and therapy.

Hogg and Sebba provide a comprehensive framework for considering early development. They use Piaget and other references to describe the way in which normal children acquire cognitive, motor and communication skills. Then they set out how blindness, deafness, physical handicap, profound retardation and multiple impairment affect development. Working with handicapped children and adolescents, one can easily forget to measure their achievements against normal developmental patterns. Without doing this, the authors suggest, one lacks a map to guide the progress of handicapped children.

Those who teach children with spina bifida and other handicapping conditions will find much of the information familiar. However, researchers are always valuable. The authors provide an extensive data base for teachers and care givers and the bibliography that ends each chapter is a useful source for further investigations.

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Margaret Childs

The author is a teacher in the psychiatric day unit at Westminster Children's Hospital.

Gillian Wallington

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THERE are two Aids TV specials in preparation at the moment. One, by the BBC *Scene* programme, is to be screened on October 8. The other, commissioned by the DES and made by the BBC's Open University Production Centre, has as yet no launch date although the DES announced in March that their video, for 13 to 16-year-olds, would be available to every school by the summer.

Why the delay? It's understood that as far as the Open University Production Centre is concerned, it's now finished. The DES say that they want to "show it to a few more people", and check that it is suitable for classroom use. They also say they want to get teachers' reactions to the accompanying notes.

It's impossible to rule out the possibility that the real stumbling block might be wariness – perhaps with a political tinge – about how explicit an "official" video can be. Earlier in the year, the Independent Broadcasting Authority ordered the removal (from Yorkshire TV's Schools programme for teenagers) of a sequence illustrating the use of a condom. The DES Aids film currently has just such a sequence – an animated line drawing illustrating condom use, with detailed instruction. There are also details of sex-risk and high-risk sexual practices.

The DES's extra testing of the video – presented by Dr. Mike Smith and actress Vicki Licorish – may be laudable precautions, but they may be seen as a warning that it should be

previewed by heads, governors and interested teachers, before showing in class. *Scene* has already included such a warning about their film in teachers' notes, despite the fact that the programme is genuinely unfinished and – unusually for Schools TV – won't be completed until a week before transmission, in an attempt to ensure topicality. However, the *Scene* programme will be devoted much more to human relationships.

The DES video should complement it with hard facts about the disease. These fall into two categories. The virtually immutable (how it's passed between human beings) and the constantly changing (the size of the problem, the proportion of HIV-Positive people who will get full-blown Aids and the length of time it will take for them to die, the prospect of a cure and so on).

The former facts have now been well enough covered. Teachers of personal and social education and of science should be confident about teaching about, or answering questions as they arise, with the support of existing materials. The latter group of facts has a far shorter shelf life. The Leicester Health Authority's video, one of the first to be made and much used in schools, has already had to undergo an update. Any long delay could mean that the DES video will be delivered to all Britain's secondary schools with obsolescence built in.

When he announced the idea for the video in March Kenneth Baker said: "I will continue to consider as a matter of some urgency the need for further initiatives to assist the education service convey effectively the essential message about Aids to young people." One way he might do that is to let teachers know when they expect to receive an important and much over-used teaching resource, and what it will contain.

Nick Baker

Battledores, horn-books, copybooks, school reports, reading cards, invoices and receipts, printed school rules, presentation labels, school prospectuses, notes to teacher...

A wealth of such ephemera has been collected and preserved by The Ephemera Society and is currently being exhibited at various sites around the country.

The collection depicts educational times past with a vividness that only such material can evoke, giving sharp insights into the social, political and economic aspects of schooling through the years.

In association with the Society, The TES has published an illustrated booklet based on the exhibition with text by Maurice Rickards, foreword by Stuart Maclure and a teaching note by Graham Hudson.

THE TIMES

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Nursery Education

Headships

HUMBERSIDE COUNTY COUNCIL
HEADTEACHER required for January 1988. CLIFTON NURSERY SCHOOL, Clifton Street, Stafford Street, Hull. Age Range 3-5, Group 2. NOR 40 full-time equivalent Nursery Places. Reorganisation proposals. Application form and further details from: Director of Education, HQ Staffing, County Hall, Beverley, North Humberside HU17 5BA (large SA2 please). Closing Date: 9.10.87. Humberside County Council working towards Equal Opportunities. 100010

Deputy Headships

Second Masters/Mistresses

AVON COUNTY COUNCIL
STANTON DREW COUNTY NURSERY SCHOOL, Stanton Drew, Bristol BS18 4BQ. Required from 1 January 1988. Deputy Head of Group 2. This multi-cultural Nursery. Applicants should be willing to work as part of a team and to continue the High Scope approach to the curriculum already established within the school. Letters of application to c.v. names of 3 referees and enclosing a stamped address envelope. Closing date: 1 October 1987. Avon as an Equal Opportunity Employer considers applications and their suitability for the post regardless of sex, race, disability or sexual orientation. (12927) 100012

EAST SUSSEX
ROYAL COUNTY OF MILTON KEYNES AREA KNOWLES NURSERY SCHOOL, Park Hill, Brighton BN2 3AT. From January 1988, Deputy Head Teacher for this Group 1 Nursery School. Please contact the Head Teacher, Mrs. Raymond, on Tel: 01223 507480 to make an appointment to visit the school. Relocation grants in approved cases. Application forms and further details (see please) from: The County Education Officer, PO Box 4, County Hall, Milton Keynes MK1 1LW. Closing Date: 28 September 1987. Berkshire has a scheme of reimbursement of removal and lodging expenses. An Equal Opportunity Employer. (15617) 100036

Other Appointments

BARNET
LONDON BOROUGH OF THE HYDE INFANTS' SCHOOL, The Hyde, Nags Dale, Barnet, Herts. BN1 5LE. Tel: 01-495 6562. Roll: 180. Required January 1988. An enthusiastic Nursery Teacher required for Nursery class. Removal expenses and separation allowances available. Application forms (s.s.e.) obtainable from and returnable to the school by 2nd October 1987. 100026

BEDFORDSHIRE
EDUCATION SERVICE
POTTER, INFANT SCHOOL, Dallow Road, Luton, Beds. LU1 3AE. Required as soon as possible an experienced Nursery Teacher temporary to cover maternity leave. Main Scale. Application forms available from: 1. Bedfordshire Education Service, Bedfordshire is an Equal Opportunity Employer. (12912) 100026

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EDUCATION SERVICE
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BUCKINGHAMSHIRE
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Group 2

Tenable from 1st January 1988

Application forms and further details obtainable from the Director of Education (TAS) Taberner House, Park Lane, Croydon, Surrey, CR9 1TP. Telephone Mrs. Shellagh Crawford on 01-780 6448.

Closing date for applications 28th September 1987. Reasonable removal expenses will be reimbursed. 0388

CROYDON EDUCATION

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NORTHUMBERLAND
THE PRIORY PARK COUNTY FIRST SCHOOL, RIVERVIEW, Newcastle. Required from January 1988. Separate 20 place Nursery. Application forms obtainable by forwarding a photocopy a.c. to the Director of Education, County Hall, Newcastle, Northumberland NE1 1ES. Closing date 02.10.87. 100036

AVON COUNTY
STANTON DREW COUNTY NURSERY SCHOOL, Stanton Drew, Bristol BS18 4BQ. Required from 1 January 1988. Deputy Head of Group 2. This multi-cultural Nursery. Applicants should be willing to work as part of a team and to continue the High Scope approach to the curriculum already established within the school. Letters of application to c.v. names of 3 referees and enclosing a stamped address envelope. Closing date: 1 October 1987. Avon as an Equal Opportunity Employer. (12927) 100012

WALTHAM FOREST
LONDON BOROUGH OF WALTHAM FOREST EDUCATION SERVICE, Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our staff. We welcome applications from people of all ethnic origins, creed, ethnic or national origin, age, disability, marital status, sex or sexual orientation. DEPUTY PRIMARY SCHOOL, Waltham Forest, London E10. Required from 1 January 1988. An excellent opportunity for an experienced teacher to join the staff of a multi-cultural primary school. Scale 2 plus Outer London. Application form (and further details) available from and returnable to the Headteacher. To assist in recruitment of teachers in this Authority, a playgroup has been opened for 3-5 year olds during term-time from 9.30 am - 4.30 pm providing for teachers' children from 9.30 am - 4.30 pm. Closing date 28 September 1987. Ref. No: 78/87. (15433) 100026

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PRIMARY EDUCATION HEADTEACHER POST

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GROUP 3
N.O.R. 100 - Nursery
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DEPUTY HEADTEACHER POSTS

St. Barnabas C.E. (Controlled) Primary School, Drove Lane, Market Lavington, Devizes, Wiltshire, SN10 4DT.
GROUP 4
N.O.R. 168

Deputy Head Teacher
Required from 1st January 1988. An interest in C.D.T. and curriculum development would be an advantage. Further details and application forms from the Head Teacher (S.A.E. please).
Closing date 9th October 1987.

Mountford Manor Junior School, Bothwell Road, Swindon SN3 3FZ
Head Teacher: Mr. S. W. Hannah
GROUP 4
N.O.R. 161

Deputy Head Teacher

Due to the promotion of the present postholder to the Headship of another primary school in the County of Wiltshire, a vacancy has arisen for the above post for 1st January 1988. The person sought must be suitably qualified and able to support the Head Teacher with the development of the curriculum through a topic work approach. Candidates should specify their own curriculum strengths and interests. Application forms and further details (S.A.E. please) available from the Head Teacher at the school. Completed application forms to be returned to the Head Teacher no later than 26th September 1987.

Box C.E. School, High Street, Box, Corsham, Wiltshire, SN14 8NF
GROUP 2
N.O.R. 81

Deputy Head Teacher required from the 1st January 1988. Application forms and further details (S.A.E. please) from and returnable to the Head Teacher by the 5th October 1987.

Cradwell C.E. Controlled Primary School, Cradwell, Malmesbury, SN16 8ER
GROUP 3
N.O.R. 116

Required for a Group 3 Village Church of England Primary School. Commitment to an integrated, direct experience approach to education and the ability to offer Music, Rural Studies or Science an advantage. Application forms and further details (S.A.E. please) from and returnable to the Head Teacher at the above address. Closing date 26th September 1987.

MAIN PROFESSIONAL GRADE
St. Sampson's C.E. Junior School, Bath Road, Cricklade, Swindon, SN6 8AX
Head Teacher: Mr. M. E. Ferris
GROUP 5
N.O.R. 240

Required for January 1988, a main grade professional teacher, committed to a topic based approach to learning, must be willing to take responsibility for the development of an area of the curriculum. Application form and further details from, and returnable to, the Headteacher at the above address. Closing date 2nd October 1987.

Bromham C.E. Controlled School, The Leaze, Bromham, Chippenham, SN16 2EY
GROUP 3
N.O.R. 88

Permanent Appointment
Main Professional Grade Teacher required for class of First and Second Year Juniors initially. Possibility of change of age group later. Application forms and further details (S.A.E. please) available from the Head Teacher at the above address to whom all replies should be sent by 30th September 1987. Commencing duties in January 1988.

Coombe Bisset C.E. First School, Shute Lane, Coombe Bisset, Salisbury, SP5 4LU
GROUP 2
N.O.R. 87

Required for January 1988 an enthusiastic Teacher with a flexible approach and a commitment to good primary practice initially, for Reception/Infants Class.

Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 2nd October.

Parson's County Primary School, Ashton Street, Trowbridge, Wiltshire, BA14 7EB
GROUP 4
N.O.R. 260

Required from January 1988, Main Grade Teacher for Infants. A commitment to co-operative teaching essential. Application forms and further details available from the Head Teacher at the above address. Closing date 2nd October 1987.

SPECIAL EDUCATION
Salisbury School, St. Paul's C.E. Aided Primary School, Westminster Road, Salisbury SP2 7DG.
GROUP 4
(Special Unit for Hearing Impaired Pupils)

Required from January 1988 teacher to take charge of Special Unit for Hearing Impaired Pupils of primary age at this Voluntary C.E. Primary School at Salisbury.

Salary - Professional Grade (Incentive Allowances B). Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 9th October.

Allington Boys' Special School, Allington Way, Chippenham, SN14 6JP
Creative Arts
GROUP 4
N.O.R. 474

Required from January 1988, a Qualified Teacher on Main Professional Grade plus Allowance Rate B, and 15 hours extraneous duties. Application forms and further details available from the Head Teacher at the above address. Closing date 2nd October 1987.

Toothill Primary School, Stokesay Drive, Toothill, Swindon, SN6 8DR
GROUP 6
N.O.R. 474

Required for January 1988, a teacher to take responsibility for a new Special Class for Children with Moderate Learning Difficulties at this large Primary School in the Western Expansion Area of Swindon.

Experience of good primary practice essential. Salary: Professional Grade Incentive - Allowance B. Application forms and further details from the Head Teacher (S.A.E. please) Toothill Primary School, Stokesay Drive, Swindon SN6 8DR, returnable by 7th October 1987.

AN EQUAL OPPORTUNITY EMPLOYER

PRIMARY HEADSHIPS CONTINUED

CORNWALL EDUCATION COMMITTEE

There is a Removal Expenses Scheme for teachers taking up permanent appointments from outside the County.

PRIMARY HEADSHIPS Millbrook C of E VA Junior & Infant School, Blindwell Hill, Millbrook, Nr Torpoint, Cornwall. PL10 1BG.

Group 4.
Available from Summer term 1988. Closing Date 9th October 1987.

The governors might give preference to practicing communicant Anglicans. Application form/further details are available on receipt of SAE (Foolscape) from The Secretary for Education (SAE Section), County Hall, Truro, Cornwall. TR1 3BA.

PRIMARY SCHOOLS St Martins C of E Junior & Infant School, Lake Lane, Liskeard, Cornwall. PL14 3DE. Group 5.

Application forms and further details (S.A.E. please) available from the Head Teacher at the school. Completed application forms to be returned to the Head Teacher no later than 26th September 1987.

Box C.E. School, High Street, Box, Corsham, Wiltshire, SN14 8NF
GROUP 2
N.O.R. 81

Deputy Head Teacher required from the 1st January 1988. Application forms and further details (S.A.E. please) from and returnable to the Head Teacher by the 5th October 1987.

Cradwell C.E. Controlled Primary School, Cradwell, Malmesbury, SN16 8ER
GROUP 3
N.O.R. 116

Required for a Group 3 Village Church of England Primary School. Commitment to an integrated, direct experience approach to education and the ability to offer Music, Rural Studies or Science an advantage. Application forms and further details (S.A.E. please) from and returnable to the Head Teacher at the above address. Closing date 26th September 1987.

MAIN PROFESSIONAL GRADE
St. Sampson's C.E. Junior School, Bath Road, Cricklade, Swindon, SN6 8AX
Head Teacher: Mr. M. E. Ferris
GROUP 5
N.O.R. 240

Required for January 1988, a main grade professional teacher, committed to a topic based approach to learning, must be willing to take responsibility for the development of an area of the curriculum. Application form and further details from, and returnable to, the Headteacher at the above address. Closing date 2nd October 1987.

Bromham C.E. Controlled School, The Leaze, Bromham, Chippenham, SN16 2EY
GROUP 3
N.O.R. 88

Permanent Appointment
Main Professional Grade Teacher required for class of First and Second Year Juniors initially. Possibility of change of age group later. Application forms and further details (S.A.E. please) available from the Head Teacher at the above address to whom all replies should be sent by 30th September 1987. Commencing duties in January 1988.

Coombe Bisset C.E. First School, Shute Lane, Coombe Bisset, Salisbury, SP5 4LU
GROUP 2
N.O.R. 87

Required for January 1988 an enthusiastic Teacher with a flexible approach and a commitment to good primary practice initially, for Reception/Infants Class.

Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 2nd October.

Parson's County Primary School, Ashton Street, Trowbridge, Wiltshire, BA14 7EB
GROUP 4
N.O.R. 260

Required from January 1988, Main Grade Teacher for Infants. A commitment to co-operative teaching essential. Application forms and further details available from the Head Teacher at the above address. Closing date 2nd October 1987.

SPECIAL EDUCATION
Salisbury School, St. Paul's C.E. Aided Primary School, Westminster Road, Salisbury SP2 7DG.
GROUP 4
(Special Unit for Hearing Impaired Pupils)

Required from January 1988 teacher to take charge of Special Unit for Hearing Impaired Pupils of primary age at this Voluntary C.E. Primary School at Salisbury.

Salary - Professional Grade (Incentive Allowances B). Application form and further details (S.A.E. please) from and returnable to the Head Teacher by the 9th October.

Allington Boys' Special School, Allington Way, Chippenham, SN14 6JP
Creative Arts
GROUP 4
N.O.R. 474

Required from January 1988, a Qualified Teacher on Main Professional Grade plus Allowance Rate B, and 15 hours extraneous duties. Application forms and further details available from the Head Teacher at the above address. Closing date 2nd October 1987.

Toothill Primary School, Stokesay Drive, Toothill, Swindon, SN6 8DR
GROUP 6
N.O.R. 474

Required for January 1988, a teacher to take responsibility for a new Special Class for Children with Moderate Learning Difficulties at this large Primary School in the Western Expansion Area of Swindon.

Experience of good primary practice essential. Salary: Professional Grade Incentive - Allowance B. Application forms and further details from the Head Teacher (S.A.E. please) Toothill Primary School, Stokesay Drive, Swindon SN6 8DR, returnable by 7th October 1987.

AN EQUAL OPPORTUNITY EMPLOYER

Lancashire County Council

An Equal Opportunities Employer welcoming applications from all sections of the community.

The following are required for the 1st January 1988 and the closing date is 2nd October 1987.

For application forms and addressees to whom completed forms should be sent, send SAE (foolscape) to the Chief Education Officer, PO Box 81 County Hall, Preston, PR1 8RJ.

COUNTY AND CONTROLLED
PRIMARY SCHOOLS

PRESTON RIBBLETON AVENUE
METHODIST (CONTROLLED)
Preston. (223 on Roll)
HEADTEACHER - GROUP 5

BRIERFIELD REEDLEY COUNTY
Nelson. (257 on Roll)
HEADTEACHER - GROUP 5

QUERNMORE CE (CONTROLLED)
Lancaster. (106 on Roll)
HEADTEACHER - GROUP 2

BLACKBURN BRUNEL NURSERY
Blackburn. (80 on Roll - Mixed (part-time)
HEADTEACHER - GROUP 1

VOLUNTARY AIDED PRIMARY
SCHOOLS

In which the Governors are the Employers

LANCASTER ST JOSEPH'S RC (AIDED)
Lancaster. (182 on Roll)
HEADTEACHER - GROUP 4 + Social Priority Allowance; practising Roman Catholic preferred.

WHALLEY CE (AIDED)
Whalley. (218 on Roll)
HEADTEACHER - GROUP 4. Committed Christian preferred.

Re-Advertisement
BOLTON-BY-BOWLAND CE (AIDED)
Clitheroe. (33 on Roll)
HEADTEACHER - GROUP 1. Committed Christian Essential. Previous applicants still under consideration.

HEADTEACHER

St. Peter's C.E. (Aided) School,
Cowfold, Horsham.

(Group 2, 71 on roll; Age range 5-11)

Required January 1988 for this Infant and Junior School which is situated in a pleasant location north of the South Downs.

Applicants should be communicant members of the Church of England, prepared to take an active part in the life of the village. School house available.

Details and application form from Area Education Officer, 15 Mill Road, Worthing, West Sussex, BN11 4NH, on receipt of s.a.f.e.

Closing date 2 October 1987.

west sussex

St. Joseph's R.C. Primary School
(Roll 214)
The Broadway, Barking, Essex.

Applications are invited for the post of:

HEAD TEACHER
(Group 4)

of this Voluntary Aided School with effect from January 1988 following the promotion of the present Head Teacher. A practising Roman Catholic teacher is required for this well established and flourishing school.

Salary: £17,001 plus £1,215 per annum Inner London Allowance.

Reimbursement of removal expenses in approved cases.

Application forms and further details available from the Chief Education Officer (s.a.e.), Town Hall, Barking, Essex.

Closing date: 1st October, 1987.

Education Department

An Equal Opportunity Employer

Nottinghamshire
County Council
County Hall - West Bridgford
Nottingham NG2 7QP

Education
Head Teachers (2 Posts)
Applicants should be qualified teachers for appointment at the following schools:

Group 2
MANSFIELD HEATHLANDS FIRST SCHOOL
Southwell Road East,
Reinworth, Mansfield,
Notts. NG21 0EH
Roll: 88

Required as soon as possible. The vacancy is created by the promotion of the previous Head Teacher to larger Headship within the Authority.

Group 4
ROSSLYN INFANT AND NURSERY SCHOOL
North Gate,
Minver Crescent,
Aspley,
Nottingham NG8 5PN
Roll: 219 plus 40 place nursery

Required from 1 January 1988. The vacancy is created due to the retirement of the present Head Teacher.

Application forms and further details for the above posts may be obtained by forwarding a stamped addressed foolscap envelope to the Chief Education Officer at County Hall, Nottingham. Closing date 2 October. Please quote ref. 528.

An Equal Opportunity Employer.

Nottinghamshire
County Council
County Hall - West Bridgford
Nottingham NG2 7QP

PRIMARY HEADSHIPS

continued

BEDFORDSHIRE

EDUCATION SERVICE
TICHHILL POWER SCHOOL
Houghton Regis, Dunstable.
Beds. LU5 5PE

HEADSHIP GROUP 4
Required for January 1988.
Estimated number of
pupils: 198 at roll

Application form and further details available from the Chief Education Officer, County Hall, Bedford MK42 9AP on receipt of a stamped addressed envelope.
Closing date: 2nd October 1987.

Bedfordshire is an Equal Opportunities Employer.
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BUCKINGHAMSHIRE

COUNTY COUNCIL
EDUCATION SERVICE
MILTON PRIMARY SCHOOL
Milton Keynes MK14 6JG

Application forms are invited from suitably qualified and experienced teachers for the post of Head Teacher of this Group 5 School. Appointment to be confirmed by the County Council.

Application forms and further details available from the Chief Education Officer, County Hall, Milton Keynes MK14 6JG. Closing date for applications 28th September 1987.

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PRIMARY HEADSHIPS CONTINUED

BRENT EDUCATION

towards a better future

COME AND JOIN US

HEADTEACHERS

These vacancies arise mainly from the promotion of the current postholders to more senior positions. Applications are invited from teachers with successful experience of leading initiatives in primary education. Such experience may have been gained as a deputy head, or alternatively as a curriculum leader, advisory teacher or support service teacher. The successful candidates will have a sound knowledge of the primary curriculum, and a clear commitment to raising educational standards; they will be familiar with race equality and gender equality issues in education, and be keen to implement and develop LEA policies in these fields; and they will have successful experience of working closely with parents and the local community.

All Brent's primary schools are fully staffed in Autumn 1987, and there are many new curriculum developments and in-service initiatives. If you would like to be involved in these, and to help lead and inspire them as a primary headteacher, we should like to hear from you.

Applicants from members of the black community are particularly welcome. Subject to Section 38(1)(b) of the Race Relations Act 1976.

Application forms and further particulars are available (large SAE please) from the Director of Education, London Borough of Brent, PO Box 1, Chesterfield House, 9 Park Lane, Wembley, Middlesex, HA9 9HW (returnable within 14 days or telephone Mr R. Thornton 01-900-5426).

HEADTEACHER - Group 6

CHAMBERLAYNE WOOD JM & I SCHOOL, Chamberlayne Road, NW10 3NT (Tel: 01-969 8927) Group 6 (Roll 400)

Required from January 1988.

HEADTEACHER GROUP 6 Chamberlayne Wood Primary School is situated in the southern half of the Borough and is easily accessible by bus and train.

The school has a deserved reputation for curriculum standards and development in all areas but especially with regards to language.

It has extremely strong parental support and has developed a tradition of being at the centre of community activities.

HEADTEACHER - Group 5

LEOPOLD JM & I SCHOOL, Oldfield Road, NW10 9UU (Tel: 01-459 5654)

Required from January 1988 - or as soon as possible thereafter.

HEADTEACHER GROUP 5 Leopold is a one-and-half form entry school which is situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HEADTEACHER - Group 4

SALUSBURY INFANTS SCHOOL, Salusbury Road, NW6 6RC (Tel: 01-624 0250)

(Roll 220 SPA Range £201-£276)

Required from January 1988 -

HEADTEACHER GROUP 4 Salusbury Infants School is situated in the southern half of the Borough and is easily accessible by bus and train.

The school has a deserved reputation for curriculum development and democratic leadership. The school has a very supportive parents' association.

HEADTEACHER - Group 5

SUDBURY SCHOOL, Watford Road, Wembley, Middx HA0 3EY (Tel: 01-904 5071)

Required from January 1988 -

HEADTEACHER - Group 5 Sudbury Junior School is situated in the north-west corner of Brent. It has a significant number of pupils whose parents originate from the Asian subcontinent and East Africa. It has a thriving Parents' Association, who have been immensely supportive of the school.

This is an attractive and well equipped 3 form entry Junior School which is developing its curriculum and its links with the community.

HEADTEACHER - Group 4

VICAR'S GREEN JM & I SCHOOL, Lily Gardens, Alperton, Wembley, HA0 1DP (Tel: 997 6734)

(Roll 173 expected to rise to 200)

Required from January 1988 -

HEADTEACHER - Group 4 Vicar's Green Primary School is a one form entry school situated in the South Western Part of the Borough and is easily accessible by bus and train. It serves a Multi-cultural area mostly to the south of Ealing Road. There is a Parent's Association which is very supportive of school activities and the staff as a whole giving their assistance to organise events through the year.

DEPUTY HEADTEACHER

FURNESSE JUNIOR SCHOOL, Furness Road, NW10 5YT (Tel: 01-965 5977)

(SPA Range £201-£276)

Required from January 1988 or as soon as possible

DEPUTY HEADTEACHER - Group 4 An experienced and well qualified teacher to play a leading role in establishing and maintaining an educational dimension in the work that the Social Services does with the under-fives with young children. The Teachers are members of a team who are responsible for the Educational development of children in Day Nurseries and Family Centres.

A commitment to the Borough Policies on Equal Opportunities is essential.

Teachers' Conditions of Service apply.

The Co-ordinator Mrs M. Halsey would be pleased to discuss the work involved and a preliminary visit can be arranged by contacting her on 01-428-0031.

QUALIFIED TEACHERS ARE INVITED TO APPLY FOR THESE POSTS

UNLESS OTHERWISE STATED APPLICATION FORMS (SAE) ARE OBTAINABLE BY CONTACTING THE HEADTEACHER, RETURNABLE BY 8th OCTOBER 1987.

Brent is fundamentally committed to multi-cultural education.

Brent is an equal opportunity employer. Applications are welcome from candidates irrespective of race, nationality, ethnic or national origins, age, marital status, gender, lesbians and gay men and from disabled persons.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

BRENT IS AN EQUAL OPPORTUNITY EMPLOYER

TES

NURSERY ADVISORY TEACHERS - Scale 3 Full and part time

NURSERY RESOURCES CENTRE, c/o Salusbury Infants' School, Salusbury Road, London, NW6 6RG (Tel No: 01-328 0031)

Required IMMEDIATELY -

Qualified and Experienced Part-Time NURSERY ADVISORY TEACHER (Scale 3) required for Specialized work at Wesley Family Centre which runs by Social Services for young children and their families. The teacher will provide an advisory support service and will take a leading role in establishing and maintaining an educational dimension in the work that the Social Services does with the under-fives with young children. The Teachers are members of a team who are responsible for the Educational development of children in Day Nurseries and Family Centres.

A commitment to the Borough Policies on Equal Opportunities is essential.

Teachers' Conditions of Service apply.

The Co-ordinator Mrs M. Halsey would be pleased to discuss the work involved and a preliminary visit can be arranged by contacting her on 01-428-0031.

Qualified and Experienced NURSERY ADVISORY TEACHER (Scale 3) required for the Boroughs Day Nurseries. These teachers will provide an advisory support service and will take a leading role in establishing and maintaining an educational dimension in the work that the Social Services does with the under-fives with young children. The Teachers are members of a team who are responsible for the Educational development of children in Day Nurseries and Family Centres.

A commitment to the Borough Policies on Equal Opportunities is essential.

Teachers' Conditions of Service apply.

The Co-ordinator Mrs M. Halsey would be pleased to discuss the work involved and a preliminary visit can be arranged by contacting her on 01-428-0031.

To the Head Teacher

I am interested in the post of

Please send me further information

Name:

Address:

TES

PRIMARY HEADSHIPS continued

CUMBRIA

ONEVILL INFANT SCHOOL, Millbank, Barrow-in-Furness, LA14 4AA (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Onevill Infant School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

CUMBRIA

BATTERTHWAITE AND RUSLAND C OF E SCHOOL, Batterthwaite, Ulliverton, LA12 8LL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Batterthwaite and Rusland C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

DORSET

PURWESSTON C (AIDED) FIRST SCHOOL, Purwessett, Blandford, Dorset, DT11 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Purwessett C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

DORSET

PURWESSTON C (AIDED) FIRST SCHOOL, Purwessett, Blandford, Dorset, DT11 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Purwessett C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

DORSET

PURWESSTON C (AIDED) FIRST SCHOOL, Purwessett, Blandford, Dorset, DT11 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Purwessett C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

DORSET

PURWESSTON C (AIDED) FIRST SCHOOL, Purwessett, Blandford, Dorset, DT11 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Purwessett C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

DORSET

PURWESSTON C (AIDED) FIRST SCHOOL, Purwessett, Blandford, Dorset, DT11 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Purwessett C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

DORSET

SANDHOLD ST MARTIN C OF E FIRST SCHOOL, Sandhold, Dorset, DT11 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Sandhold St Martin C of E School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HAMPSHIRE

NEWTOWN SOBERTON FIRST SCHOOL, Church Road, Newtown, Hampshire, RG1 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Newtown Soberton First School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HAMPSHIRE

NEWTOWN SOBERTON FIRST SCHOOL, Church Road, Newtown, Hampshire, RG1 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Newtown Soberton First School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HAMPSHIRE

NEWTOWN SOBERTON FIRST SCHOOL, Church Road, Newtown, Hampshire, RG1 1JL (Tel: 01-459 5654)

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HAMPSHIRE

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HEADTEACHER GROUP 4 Newtown Soberton First School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HAMPSHIRE

WYFORD COUNTY JUNIOR SCHOOL, Wyford, Hampshire, RG1 1JL (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Wyford County Junior School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HAMPSHIRE

WYFORD COUNTY JUNIOR SCHOOL, Wyford, Hampshire, RG1 1JL (Tel: 01-459 5654)

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HERTFORDSHIRE

ST NICHOLAS C.E. (VA) JUNIOR SCHOOL, Church Farm, Harpenden, Herts AL5 2TP (Tel: 01-459 5654)

HEADTEACHER GROUP 4 St Nicholas C.E. (VA) Junior School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

HERTFORDSHIRE

ST NICHOLAS C.E. (VA) JUNIOR SCHOOL, Church Farm, Harpenden, Herts AL5 2TP (Tel: 01-459 5654)

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HERTFORDSHIRE

ST NICHOLAS C.E. (VA) JUNIOR SCHOOL, Church Farm, Harpenden, Herts AL5 2TP (Tel: 01-459 5654)

HEADTEACHER GROUP 4 St Nicholas C.E. (VA) Junior School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

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HERTFORDSHIRE

LONGWATER INFANTS SCHOOL, Longwater, Herts AL5 2TP (Tel: 01-459 5654)

HEADTEACHER GROUP 4 Longwater Infants School is a one-and-half form entry school situated in the south of the Borough. It is well established and offers a challenging prospect to the successful candidate.

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ST HELENS

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SUNDERLAND

BOROUGH OF SUNDERLAND, Education Department, Sunderland, Tyne and Wear, SR1 1JL (Tel: 01-459 5654)

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Headteacher Group 1

Llangwm C.P. School (20 pupils)

Welsh essential

Application forms and further details are available from the undersigned, to whom completed forms should be returned by 28th September, 1987.

KEITH EVANS
Director of Education

Shire Hall, MOLD, 11.9.87

GLOWYO COUNTY COUNCIL

ST THOMAS OF CANTERBURY C OF E (V/A) JUNIOR SCHOOL, Savoyers Hall Lane, Brentwood.

HEADSHIP

Group 5 + L.F.A. £309 p.a.

Applications are invited from suitable qualified and experienced teachers who are regular communicant members of the Church of England, for appointment as Headteacher.

Vacancy from 1st January 1988.

Removal and relocation expenses of c. £4000 are available for those who qualify.

Application forms and details from the Area Education Office, P.O. Box 398, 'A' Block, County Hall, Chelmsford, Essex CM1 1JW. Tel (0246) 482211 Ext. 30322.

Closing date 2nd October 1987.

ESSEX County Council

Headship

Place Farm County Primary School, Haverhill

Group 4 Ages 5-9 Number on Roll: 200

Applications are invited from suitably qualified and experienced teachers for the post of Headteacher.

This well-equipped modern school with a rising roll is situated in the town of Haverhill, in south-west Suffolk, approximately 20 miles from both Cambridge and Bury St Edmunds. The original market town, enlarged by GLC development in the 1970s, is now being further extended by considerable private building.

The appointment will date from either the beginning of the Spring Term 1988 or Summer Term 1988.

Further details and application forms are available from the County Education Officer, St Andrews House, County Hall, Ipswich, IP4 1LJ, (SAE please), and completed forms should be returned by 2nd October 1987.

Suffolk County Council

DEPUTY HEADSHIPS

EASTWICK COUNTY FIRST SCHOOL, Eastwick Drive, Great Bookham, Surrey, KT23 3PP (No. on roll Jan.88 approx. 220)

(Due to the promotion of the present postholder, applications are invited from suitably qualified and experienced teachers for the appointment as DEPUTY HEADTEACHER Group 4, from January 1988.

Applicants should be committed to a child centred approach to the curriculum.

This is a re-advertisement and previous applicants will be considered.

Closing date 30th September 1987.

SHAWFIELD COUNTY FIRST SCHOOL, Winchester Road, Ash, Aldershot, Hants, GU12 6SX (Estimated NOR January 1988-155)

Applications are invited from suitably qualified and experienced teachers for the post of DEPUTY HEADTEACHER (GROUP 4) from January 1988.

Closing date 2nd October 1987.

Application forms and further details (S.A.E. please) from S.W. Area Education Office, 14 a/b North Street, Guildford, Surrey.

Directorate of Education and

PRIMARY EDUCATION

DORSET
COLEHILL COUNTY FIRST SCHOOL
Colehill, Wimborne BH21 5JL
Vacancies 5-9
Required January 1988.
Teacher for vertically mixed class of infants (5-7 years).
Responsibility for Year 1. An interest in First School Science would be an advantage. Main study. Application forms and further details from Headmaster, on receipt of a.c.v. Closing date 2nd October 1987. (30565) 110020

CAMBRIDGESHIRE
COUNTY COUNCIL
AN EQUAL OPPORTUNITY EMPLOYER
ST. MATTHEWS COUNTY PRIMARY SCHOOL
18 North Street, Cambridge CB1 2JL
Vacancies 1-4
Required January 1988. Experience in Multi-Cultural Education and Physical Education. Salary according to experience. Application forms and further details from the Headmaster at the school, by October 2nd 1987. (12236) 110020

EAST SUSSEX
SANDOWN CP SCHOOL
The Ridge, Hastings TN34 4LJ
Vacancies 1-4
Required January 1988. Experience in Multi-Cultural Education and Physical Education. Salary according to experience. Application forms and further details from the Headmaster at the school, by October 2nd 1987. (12236) 110020

GUERNSEY
ELIZABETH COLLEGE
(670 boys)
Vacancies 1-4
Required from January 1988. Master to be responsible for Games and Physical Education to boys between the ages of 7 and 17 years at the Lower School (135 boys). The successful candidate should be willing to act as a resident in the boarding house in return for board and lodging in term time. Preference will be given to suitable candidates having Guernsey residential qualifications. Salary according to experience. The main duties are Soccer, Hockey and Cricket. Application forms and further details are available from the Principal. (16416) 110020

HAMPSHIRE
SOUTH VIEW COUNTY INFANT SCHOOL
Offshooters Way, Basingstoke RG21 9LJ
Vacancies 1-4
Required January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16468) 110020

HAMPSHIRE
JOHN'S E. (AIDED) PRIMARY SCHOOL
Grove Road, Gosport, Hants. PO13 3JL
Vacancies 1-4
Required January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16472) 110020

CAMBRIDGESHIRE
EQUAL OPPORTUNITY EMPLOYER
THE BEECHES J.M. & S. SCHOOL
25 Beech Avenue, Peterborough PE1 2EH
Vacancies 1-4
Required for January 1988. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16498) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
LITTLEHALL INFANT SCHOOL
Tottenham Rd., London N11 1JL
Vacancies 1-4
Required January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16498) 110020

ENFIELD
LONDON BOROUGH OF ENFIELD
MILMORE JUNIOR SCHOOL
Hillingdon Road, London N11 1JL
Vacancies 1-4
Required January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16498) 110020

ENNER
MIDLETON COUNTY PRIMARY SCHOOL
Foundry Lane, Dovercourt CO1 1JL
Vacancies 1-4
Required January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16498) 110020

GALLEYWOOD
MIDLETON COUNTY PRIMARY SCHOOL
Foundry Lane, Dovercourt CO1 1JL
Vacancies 1-4
Required January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16498) 110020

HARROW
EDUCATION COMMITTEE
GRANGE FIRST SCHOOL
Walbeck Road
Tel: 01-425 5054
Required for January 1988. Basic Salary £1,000. Allowance for experience. Experienced and enthusiastic Infant Teacher to be responsible for the Headteacher for the work of the Infant Department of the Infant School. Previous experience in a similar post will be an advantage. Further details from the Headteacher, on receipt of an application form, by October 2nd 1987. (16498) 110020

Waltham Forest is a multi-racial area and we are anxious to ensure this is reflected in our workforce. We welcome applications from people regardless of race, colour, creed, ethnic or national origin, age, disability, marital status, sex or sexual orientation. To assist in recruitment of teachers to this Authority a playgroup has been opened for 5 days a week during term-time from 8.30 a.m.-4.30 p.m. providing for teachers' children from 3-5 years of age. Except where otherwise stated, application forms (and further details) are available from and returnable to the Head Teacher concerned.



Multicultural Development Service

Head of Department, Community Languages, Secondary, Scale 3
The successful candidate will have a teaching commitment and will be responsible to the Head of MDS and the Co-ordinator for Community Languages for the supervision, support, development and in-service training of the team of teachers (teaching Urdu and Punjabi) in secondary schools together with helping to support ethnic minority organisations offering educational/cultural programmes out of school hours. Experience and qualifications in teaching Urdu to examination level in British schools are essential. Ref. U14/13/T

QUALIFIED, EXPERIENCED FULL OR PART-TIME TEACHERS FOR SECONDARY AND PRIMARY SCHOOLS
Required for January or as soon as possible
The service is seeking committed anti-racist teachers for school based work with teachers and pupils to promote equal opportunities and implement the Borough's Multicultural Educational Policy.

The aim of the work is to establish sound anti-racist practice in schools and successful applicants will have particular curriculum areas or interests to develop. All MDS staff must have an interest in language across the curriculum and in helping to support the progress of pupils whose first language is not English.

For some candidates a qualification or experience in EFL work will be an asset. The service is well resourced and offers regular in-service training for its teachers. Ref. U14/12/T

For application forms and information write to the Head of Service, Ms J. James at the Multicultural Development Service, Markhouse School, Markhouse Road, London E17.

Secondary

Required as soon as possible
Specialist Teacher to work with secondary school pupils with specific literacy difficulties. In the mainstream school. Support will be provided by the School Psychological Service. Specialist experience in working with children with specific learning difficulties and emotional/social difficulties would be desirable.

Further details and application forms available from and returnable to Irvine Gersch, Principal Educational Psychologist, Summerfield Centre, Leyton Green Road, London E10 6DS Tel Nos. 01-556 9951, 01-539 3485, 01-539 2358. Closing date: 2nd October 1987 Ref. P11/T

SCALE 3

CHINGFORD SCHOOL
Nevin Drive, London E4
Head: Mr J Mitchell
Required as soon as possible or January 1988
Head of Business Studies Scale 3 (plus Outer London Allowance) required in this mixed comprehensive school for pupils aged 11-16 years (1480 on roll). (A Scale 4 is available depending on qualifications and experience). To lead and develop the curriculum in this important area. The post offers the successful candidate an excellent opportunity to expand and develop new courses leading to GCSE qualifications. An interest in Modern Technology and its impact upon courses would be an advantage. Closing date: 2nd October 1987 Ref. P75/22/T

SCALE 1

CHINGFORD SCHOOL
Nevin Drive, London E4
Head: Mr J Mitchell
Required as soon as possible
Business Studies — Scale 1 Posts available in this mixed comprehensive school for pupils aged 11-16 years (1480 on roll). Outer London Allowance payable. An opportunity to join a department which is developing new courses leading to GCSE qualifications. An interest in Modern Technology and its impact upon courses would be an advantage. Closing date: 2nd October 1987 Ref. P75/23/T

Primary

ESG PILOT PROJECT IN SCHOOLS WITH RELATIVELY SMALL NUMBERS OF BLACK AND ETHNIC MINORITY PUPILS
This post is part of an Education Support Grant funded by the DES for two years initially, but the appointment will be made to the Authority's permanent staff. The postholder will work in close collaboration with a secondary colleague, the Adviser for Multicultural Education and the Multicultural Development Service to assist a group of primary schools to implement the objectives of the Authority's multicultural, anti-racist policies. A special interest and experience in one of the following areas will be an advantage, but candidates with other curriculum interests will be considered.
Maths and/or Science
Language Development and Language Diversity
Humanities/World Studies
Candidates will be expected to have experience in multicultural primary schools. Application forms and further details available from and returnable to the Acting Chief Education Officer, Municipal Offices, High Road, Leyton, E10 6DJ, or telephone 558 3553 (24 hour answering service). Closing date: 2nd October 1987 Ref. P14/T

SCALE 2

DAVIES INFANTS' SCHOOL
Davies Lane, London E11
Head: Mrs D Pusey
Required for January
Successful, experienced class teacher required to co-ordinate language throughout this multicultural school.
Scale 2 plus Outer London and Social Priority Allowances.
Closing date: 2nd October 1987 Ref. P21/19/T

DOWNSHILL JUNIOR SCHOOL
Downs Hill, London E15
Head: Mr W Jones
Required for January
Experienced teacher required to be responsible for P.E. within the school.
Scale 2 plus Outer London and Social Priority Allowances.
Closing date: 2nd October 1987 Ref. P22/10/T

DOWNSHILL INFANTS' SCHOOL
Downs Hill, London E15
Head: Miss S Brodie
Required for January
Successful teacher required to be responsible for co-ordinating all CDT work and display throughout the school.
Scale 2 plus Outer London and Social Priority Allowances.
Closing date: 2nd October 1987 Ref. P23/5/T

HENRY MAYNARD INFANTS' SCHOOL
Maynard Road, London E17
Head: Mrs J Walker
Required for January
Co-ordinator for Dance, Drama and PE in this large multicultural school and nursery. The post calls for practical experience in all these areas.
Scale 2 plus Outer London and Social Priority Allowances.
Closing date: 2nd October 1987 Ref. P28/7/T

SCALE 1

Supply teachers — to cover a variety of long and short term absence. Must be experienced. Willingness to teach across the primary age range an advantage.
Scale 1 plus Outer London Allowance.
Probation teacher cover. Regular half day cover in same school throughout Primary sector.
Scale 1 plus Outer London Allowance.
Application forms (and further details) for Supply Teachers and Probation Teacher Cover are available from Chief Education Officer, London Borough of Waltham Forest, Municipal Offices, High Road, Leyton, E10 6DJ or telephone 01-558-3553 (24 hour answering service). Ref. P9/T

BARCLAY INFANTS' SCHOOL
Canterbury Road, London E10
Acting Head: Mrs E Seamarks
Required for January or as soon as possible
Teacher required for this large infant school, music an advantage but not essential.
Scale 1 plus Outer London Allowance.
Closing date: 2nd October 1987 Ref. P6/4/T

BLACKHORSE INFANTS' SCHOOL
Clifton Avenue, London E17
Acting Head: Mrs A Hull
Required as soon as possible
Infant teacher required. Applications welcome from newly qualified teachers.
Scale 1 plus Outer London Allowance.
Closing date: 2nd October 1987 Ref. P7/20/T

WHITEHALL PRIMARY SCHOOL
Normanton Park, London E4
Head: Miss D Cullimore
Required 2nd November
Temporary teacher required to take a First Year Junior Class to cover Maternity Leave.
Scale 1 plus Outer London Allowance.
Closing date: 2nd October 1987 Ref. P68/7/T

Special

BROOKFIELD HOUSE SCHOOL
Alders Avenue, Woodford Green, Essex
Head: Mr P G E Jeffrey
Required for as soon as possible
2(a) post available for suitable candidates.
Temporary teachers (full or half-time) required to cover 1 year secondments commencing September 1987.
Applicants should have some experience of working with pupils with special needs. The post requires applicants to teach Geography/Humanities, French or Integrated Science to small mixed ability groups throughout the secondary department to GCSE level.
An ability to assist with Games and Swimming will be an advantage.
Closing date: 2nd October 1987 Ref. S6/15/T

THE SECONDARY SPECIAL SCHOOL (WALTHAM FOREST/GROSVENOR HOUSE)
Faversham Avenue, Chingford E4
Head: Ms S C Sullivan
Required for Autumn Term 1987
PE Teacher Scale 2(S) plus Outer London and Social Priority Allowances, required in this comprehensive school for pupils aged 12-16 (138 on roll).
Required to take responsibility for boys P.E. throughout the school.
The Secondary Special School (Waltham Forest/Grosvenor House) is a large mixed school for pupils for 16+ pupils aged 12-16 years on three sites. It is planned to accommodate the reorganised school within one building in 1988.
Closing date: 2nd October 1987 Ref. S11/17/T

Special Needs



The future of integration

Still on course?

It looks as if 1987 may prove to be a turning-point in the post-Warnock years. On the one hand the House of Commons Select Committee hearings on special educational needs, and the completion of three major research reports, have provided the first chance since the 1981 Act came into force to assess what progress has been made in putting its words and spirit into practice.
On the other, there are real fears that proposals in Mr Kenneth Baker's next general Education Bill for a national curriculum and benchmark testing, together with the push towards selection and competition which opening up enrolment and city technology colleges seem bound to lead, will reverse the long, slow movement towards integrating disabled children into the ordinary classroom, just when it was starting to take hold.
The Select Committee's attempts to take stock were cut short by the general election, so that it never had time to get to grips with some of the Warnock Committee's major concerns, such as teacher training, further education and the woeful lack of co-operation between the health, social and education services. But it took good care to probe witnesses on the implementation of integration and statement policies, and Members were clearly shocked to discover how little by DES was providing in the way of central guidance, monitoring, statistics and dissemination of good practice. It was difficult to find anyone who could answer Gerald Haigh's question on page 58, "Where are we now?"
In its own report, the Select Committee added its voice to those — from Warnock on — who had called for a National Advisory Council to do that job of monitoring and dissemination. The Government's response has been to say that monitoring could be safely left to HMI and to the three research studies commissioned on policy and provision since the 1981 Act (the University of London Institute), teacher training (Manchester University/Huddersfield Polytechnic), and support for the ordinary school to think again when it finally produces its own review of implementation of the 1981 Act. In the light of the research and HMI's Committee's verdict, it is hard to see what is happening. In fact, HMI is still collecting material for its own report, which it hopes to publish next year, on the arrangements and quality of provision for pupils with special educational needs in both special and ordinary schools. In the light of what inspectors have observed already, however, they emphasized to the Committee their concern about a number of issues.
First of all, they were worried that

PATRICIA ROWAN

"few I.e.s.s have an overall policy" governing provision for all pupils with special needs. Without clear statement of intent concerning integration, say the inspectors, including who is responsible for doing what, methods of identifying need, stages of assessment, strategies for meeting special needs in the ordinary school, the role of special schools and the role of support services. "It is difficult to begin to assess the effectiveness of what is on offer."
To which might be added that it is next to impossible for anyone without the benefit of an inspector's-eye view to have much idea of what is on offer, or what their place in it might be, which is what gives rise to so many personal and professional fears about integration in action. HMI does add uncertainty and low morale to its list of concerns, alongside the substantial variations in interpretation of the Act, the lack of monitoring at I.e.s. and school level, doubts about resources, and the need to improve parent involvement and service coordination.
Meanwhile, the best source of current information on progress is the study from the London University Institute of Education team, led by Professor Klaus Wedell and Dr John Welton, on policy and provision since the 1981 Act. Based on detailed studies in five I.e.s.s. and answers to a questionnaire sent to all English I.e.s.s., it is not due for wider publication until next year, but its main findings were reported in *The TES* on March 6. Put together with other evidence given to the Select Committee, it does help to provide a clearer picture of what is happening, both on statements and integration.
Ever since the Act came into force in April 1983, concern has centred on statements production: the time taken to produce them (anything between two months and two years); the extra work involved for educational psychologists; the lack of any coherent I.e.s. policy on what proportion of Warnock's 20 per cent should have a statement. Far more effort went into providing statements, it has been observed, than into meeting the needs assessed in them.
In the light of the new findings, some more important conclusions can be drawn: that parents are not being given their full rights to information and involvement; that if a child's needs cannot be met entirely by the educational service (as with speech therapy which must be provided through the health authority), then there is no legal obligation to provide it; that there is a

professional tendency to tailor statements to the resources that it is known are available.
Perhaps in the light of all that, it is not surprising that the London Institute team also found that the most likely effect of the statement procedure was to perpetuate segregation. In a system genuinely committed to integrative policies, it might have been expected that a statement would detail the individual support a child with disabilities would need to survive in the ordinary classroom. Instead, they conclude "it was still true that in most authorities a statement can be equated largely with a decision to make a special school placement".
So what is happening about integration? And where it is said to exist, is it really integration into the ordinary classroom in what Warnock described as the "functional" sense, or is it only "social" or "locational" integration, achieved through special units or classes attached to ordinary schools, or through linking arrangements?
It is impossible to tell from the meagre DES statistics, since they lump integration into units, special classes and ordinary classrooms together.
What the London Institute researchers conclude from their surveys is that, although there is widespread eagerness and willingness for change in the service and a slow but steady movement towards integration, most of that integration is into separate units rather than into the ordinary classroom — with or without support.
Of course, "locational" integration may be a step on the way to more integrated provision, and linked arrangements can be enormously valuable in themselves, as Sue Surkes' report on page 59 demonstrates, but the does not necessarily help teachers to know what is possible or desirable, what their own role might be, or what works and what doesn't.
The critical question now is whether prevailing attitudes will help that integrative practice to develop further along the desegregation continuum. Some recent developments such as profiles, records of achievement, modular examination courses and computer-assisted learning, have shown how the common school could be helped to stretch to include everyone. Now the 1987 Education Bill, the new in-service arrangements discussed by Professor Peter Mittler on page 54, and other Government proposals to shift powers away from local authorities towards heads, parents and governors, threaten future integrative policy planning. The Warnock Committee thought it could take until the end of the century to bring about the changes they proposed. Are we still heading in that direction?

Spellbound

Dealing with Dyslexia. By Pat Heaton and Patrick Winterson. Better Books 15a Chelsea Road, Bath BA1 3DU. £6.95. 0904 700 488.

This book is the combined work of a practising teacher and a specialist in linguistics. It contains three main sections, each divided into six subsections. The first gives the authors' joint views on the nature of dyslexia; their central thesis (which I believe to be correct) is that dyslexia is a disorder of language function and that the typical surface symptoms — poor spelling, left/right confusion, difficulty in learning multiplication tables and so on are manifestations of this underlying limitation.
The second part, by Pat Heaton, contains practical advice for parents and teachers. The traditional view that parents should not try to teach their own children is rejected; the essentials of multisensory teaching are explained, and various word games are presented, of the rummy or snakes-and-ladders variety, for the purpose of teaching the sounds made by different letters and combinations of letters.
The third section, by Patrick Winterson, is concerned with the English writing system. A distinction is drawn between the different kinds of information carried by written words, namely phonetic, graphic, semantic, and syntactic; these terms being explained in the clearest possible way.
One of the most striking characteristics

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EXTRA

The case for a new approach to staff development

A radical response

PETER MITTLER

The value of a service to society is reflected in the resources devoted to the training of staff who work in it. People working with minority or deviant groups, whether they are elderly, mentally ill, offenders, or generally socially disadvantaged, as well as those working with people with disabilities and special needs, often appear to be resigned to the limited training opportunities and the low status accorded to their work. Nor is there much evidence of an insistence by the general public that those who work with these populations should be highly trained. After all, it is not so long since we thought that teachers were not needed to work with children with severe learning difficulties.

The traditions of staff-training which we have inherited have served us badly and are probably inappropriate for the future. Although there are now some encouraging signs that staff-development is beginning to be taken seriously, staff-training has simply not kept up with the changing needs of the children and adults with whom we work, nor with the rapid changes which are taking place in services.

An agenda for change

The field of special needs is changing so rapidly that the case for a new approach to staff-development is overwhelming.

1. Because we are all out of date in relation to the tasks that face us, everyone working in services for children and adults with special needs should be receiving continuous on-the-job updating. To this end, there should be a national and local strategic plan of staff-development for all, from the most senior to the most junior members.
2. The curriculum content of most staff-training courses requires re-appraisal and constant review. We need to debate the knowledge and skills which are considered essential or desirable in staff working with students of all ages with special needs.
3. The training of teachers working in special education has been segregated from the training of other teachers for too long. Consequently, other teachers have seen special education as someone else's responsibility.
4. Most courses in the past have trained staff to work in segregated or institutional settings - special schools, day centres, residential homes, etc. In future, we also need to train staff to work in community settings, with parents, in their own homes, with

children and young people too young or too old to attend schools and colleges, in youth clubs and leisure and recreational settings. Indeed, wherever people with special needs are living and working.

5. In future, specialist training will need to equip staff to pass on their knowledge and skills to their colleagues, to families and to volunteers.

6. Course providers and trainers in colleges and universities will in future need to negotiate with potential students and their employers concerning course content and mode. More training will need to go to schools, rather than vice versa.

7. In the longer term, the education service must also accept responsibility for meeting the continuing special educational needs of adults of all ages and levels of ability and provide assistance, training and support to the adult education service in extending its role to this wider population.

Where should we set priorities?

If a whole-school approach to special needs is to be developed, all teachers in all schools will need to be involved at some level.

Teachers in ordinary schools

Changes in the education of the wider group of children with special needs already in ordinary schools can only come about as a result of changes within mainstream education. These include fundamental changes in the nature of the curriculum, including a move away from the "cognitive-academic", examination-dominated curriculum, as well as changes in teaching style and in the organization and management of schools.

As in the field of multi-cultural and anti-racist education, courses in special needs will therefore need to permeate all aspects of teacher education, rather than being grafted on as an optional extra. Radical curriculum reforms are set out in the series of reports from the Inner London Education Authority. Clearly, teacher training will have to respond with equally radical initiatives.

There are those who argue strongly against giving priority to training support and advisory teachers, on the grounds that by their very presence they deskill and deprofessionalize the ordinary classroom teacher. On this argument, the more we train special-

ists, the more we risk segregating teachers from one another and from the children they teach.

The counter-argument is that until we reach the Utopia in which "every teacher is a special needs teacher", we require a transitional stage where a small, well-trained cadre of specialists work with their colleagues in mainstream education, supporting and advising them to the extent that they wish and in response to the needs of the children they teach. One of their tasks, in this transitional period, is to train and support a core team in each school to assume particular responsibility for meeting special needs.

In many primary schools, one or two teachers can be designated for this purpose, though such appointments are still rare. But many secondary schools have now established special needs departments or faculties, though they differ greatly in their style of operation, as well as in their effectiveness and credibility with colleagues.

Since 1983, funds have been earmarked for one-term full-time courses to permit the release of teachers with designated responsibility for special needs in ordinary schools. The teachers are selected by their employers, not by the training institutions, on the understanding that they will become change agents in their own schools. A contractual arrangement is developed between the seconded teacher, the headteacher, and the local authority, and the higher education tutor which aims to facilitate the implementation of change in the school.

In some L.E.A.s, a pyramid element is being developed whereby those who are being trained assume a contractual commitment to train others in their turn. Some of the implementation takes place while they are still on the course, so that difficulties can be discussed with the other contractual partners. Clearly, the ability to initiate change depends as much on management support as on the headteacher and the L.E.A. as on the skills acquired by the seconded teacher.

Despite 70 per cent funding from the DES, it is not certain whether these courses will survive within the new GRIST arrangements. Several courses for the current term have had to be cancelled because of lack of L.E.A. support.

A good example of a progressive national and regional initiative comes from Scotland. Following the publication of an influential report from Her Majesty's Inspectors in Scotland, a series of consultations and conferences resulted in the development of a national programme of teacher training following general guidelines, though individual courses reflected considerable diversity.

Courses for teachers in special schools

Teachers in special schools have been excluded from most of the recent initiatives in training. First they were specifically barred from the one-term courses developed since 1983. Initial specialist training for teachers wishing to work with children with severe learning difficulties and sensory impairments then began to be phased out



Low status: teachers in special schools have been excluded from most of the recent initiatives in training

in favour of promised post-qualification in-service training opportunities. Finally, teachers working with the largest groups of children in special schools, such as those for children with moderate learning difficulties and emotional and behavioural difficulties, as well as those with language and communication or physical difficulties will have to rely on local priorities, attracting 50 per cent funding.

Whatever the pace of progress towards integration, teachers now working in special schools and classes are also in need of retraining, not only in relation to the needs of the children in their school but also to prepare them to play a wider role in the community, with parents and with colleagues in mainstream schools and colleges.

Teachers from special schools spending increasing amounts of time teaching in mainstream schools will need to be well informed about curriculum development and implementation issues in ordinary schools. They will also need to acquire some of the skills of the adult educator, including skills of consultancy and negotiation. But they do have a valuable contribution to make in a number of fields - eg developing individual assessments and teaching plans, the use of behavioural methods such as direct instruction, working with parents and community agencies.

Is there a future for teacher training?

In theory, if not in practice, it is now recognized that every teacher both deserves and needs a positive plan for professional development, and that the school itself must in future play a more active role in mobilizing the resources needed to provide this. In the past, professional development has largely been seen in terms of opportunities to attend advanced courses,

often in distant (in every sense) colleges and universities. Although there is still a key role for higher education within a total training strategy, the emphasis now is more on school-based or school-focused in-service training, supplemented by local courses organized through teachers' centres or provided through the support services. Such courses are clearly well placed to identify and meet local needs, whether within a single school, a network or cluster of schools or a local community.

But to ask whether there is a future for teacher training in special needs is not empty rhetoric. Under the new GRIST arrangements, LEAs are forced to opt for the cheapest and shortest skill-based and school-based courses, at the expense of longer courses providing an opportunity for the kind of detailed critical evaluation, research and reflection which lead to better practice in the long term.

Finally, how will children with special needs and those who teach them be affected by proposals for a national curriculum and for regular testing? How will such tests focus on whole school, cross-curricular development, such as those being developed in the fields of special needs? Will there be place for children with special needs in the new grant-maintained schools and in the City Technology Colleges? Will the new Education Bill administer the coup de grace to what is left of Warnock and the 1981 Education Act?

Professor Peter Mittler is Director of the Centre for Educational Guidance and Special Needs, University of Manchester. He is also co-author with Professor Colin Robson, Judy Sebba and Geoffrey Smith of *In-service Training and Social Needs: Running Short - School-focused Courses* to be published this autumn by Manchester University Press as part of the Project IMPACT series.

Looking behind the labels

"Special Care" Provision: The Education of Children with Profound and Multiple Learning Difficulties. By Peter Evans & Jean Ware. NFER-Nelson £13.95, 07005 1132 6.

This is an important survey of educational provision for pupils in "special care" units of schools for children with severe learning difficulties. The authors note that the term "special care" cannot be used synonymously with profound and multiple learning difficulties, since many pupils in these classes are not profoundly retarded. Postal questionnaires backed up by interviews and observation in a sample of schools were used to provide information on characteristics of the children, staff qualifications and experience, curriculum and organization of the units, and the involvement of

parent and provision for 16 to 19-year-olds. A useful glossary providing information on the main diagnostic labels associated with profound and multiple learning difficulties and a section describing currently available curricular materials are included. The only omission appears to have been that no information was collected on the behavioural problems of this population.

The conclusions depressingly suggest that teachers of these pupils are underqualified, undervalued and struggling to provide a well-defined, balanced or well-presented curriculum. The lack of information available to them is similar to that noted by profound and multiple handicaps in the national Measop survey. Evans and Ware note the gap-inducing process for these teachers in trying to

uphold a philosophy of "no child is ineducable" while apparently making no progress with some individuals. They suggest possible models of teacher training that would enable teachers to specialize in profound and multiple learning difficulties as part of a modular, flexible, award-bearing course, such as that currently available in the north-west of England and consistent with the patterns of training implied by GRIST.

This book should be of interest to all those working with, or administering services for children who attend "special care" units, including parents and professionals within health, social services, education or voluntary sectors. It is well written and very readable and, as the authors hope, could contribute just a little to an improved quality of life for these pupils.

Judy Sebba

EXTRA

The forgotten 18 per cent

Moderately difficult

SUE BURROUGHS

The opening of a recent press release caught my attention - "The importance of ensuring that the results of research projects reach a wide audience."

My interest grew, funding was being made available to turn dry research data into practical materials to inform planners and improve training initiatives, and in the field of special educational needs!

As I read on, the smile on my face froze. As I feared, it was about the "Warnock" 2 per cent again. Don't misunderstand me, I would wholeheartedly support any efforts to improve opportunities for children with the most severe and complex difficulties - but when will it be the turn of the "forgotten" 18 per cent?

There are understandable reasons why these children do not capture the imagination of funding agencies. Their needs don't appeal to media promotions. Despite all the rhetoric that followed the Warnock report and the '81 Act, despite the flood of books that publishers hurriedly commissioned to fill a "gap" in the market, there is still very little known about how best to enhance and extend the learning opportunities for that sizeable minority of pupils who perform least well in response to the efforts of teachers.

A possible explanation is that they tend to keep their heads down and don't make their presence felt. They are probably starting to drop out by the time their failure has made them sufficiently disaffected to become noticed as "behaviour problems". In any case, you have only to talk to the head of an EBD (emotional and behavioural difficulties) school, to know which schools, for example, get given a mini-bus by the local Rotary Club. Not his pupils, who have already alienated folk in their own areas by the results of their "difficult" behaviour.

This group may sometimes attract research interest, albeit tangentially, if they can slide in on the fringe of the "law and order" concerns. But what of those pupils who are bound to come in the tail end, however high the standards of achievement in a school are. Realization has come that teaching to the middle "rump" can no longer legitimate the curriculum for all pupils in school. And yet there are so many unanswered questions in seeking to redress the balance and match the demands of the learning environment to pupils' learning needs more closely.

Where can teachers turn to for examples of evaluated classroom strategies; case studies of what a "whole school approach to Special Educational Needs" looks like in reality; a range of organizational responses that are effective in different learning contexts, etc? On what grounds can schools decide between teacher-time or sophisticated resources as a more appropriate response to pupils with learning difficulties? In the absence of research findings they are driven to rely on "gut feeling", "trial and error" or similar responses to these and many other issues.

An example of the need for research is the "extraction" versus "in-class" debate on the location and form of support offered by former "reading ladies" or "remedial" teachers. Debate enjoined periodically within the pages of this publication. It is certain that the pupils concerned have their own views on what should happen.

These 7 to 8-year-olds express support for extraction: "You get away from all the horrible lessons" and "It's easier to write in here because it's nice and quiet".

They also have views as to why they come out for extra tuition: "She helps me read better, it's like you go to work and see the signs and maps and things".

Other people are glad they don't come. I'd get on better in the classroom". Some children (and teachers?) look for the support teacher to wave her "magic wand". Stuart (7 years old): "I'm useless. I don't know how to write properly because I target to leave spaces". Teacher: "What do you think might help you write better?" Stuart: "A special pencil that could write on its own."

The frustrations can come at any time for some children: (11-year-old): "When I can't get a word, I get in such a mood, I throw the book about".

Pupils can also articulate their expectations for in-class support: "I don't like them to help me too much. I don't like them to do it for me".

Or they may see the presence of another teacher in the classroom as of pragmatic value: "You get your word-book and she writes it down, except when there's a big queue".

In the eyes of a few pupils there is only one solution of course: "I like play times best".

Many teachers could quote a range of similar comments. How do we move from this anecdotal level of defining what is happening in our schools, towards data that might be "elevated" to the status of research? It is important to identify the criteria by which in-class support is being evaluated, lest it comes eventually to be evaluated on grounds of pupil performance alone, which was never part of the sociological ideology which led to its being promoted initially, as a better alternative to extraction.

The problem goes beyond that of attracting funding for these pupils. It is the forms of research which can best illuminate and evaluate this most complex, yet delicate, phenomenon of learning-support, fall within the qualitative paradigm. The results do not tend to produce handy catch-phrases with which to headline reports. Dissemination of the results of ethnographic and qualitative research is a challenge in any field of study.

Over the last few years there have been hundreds of pieces of research undertaken in the field of special educational needs. Sadly, the findings of these have been largely lost to the education profession, apart from those who were directly involved in each enquiry. They take the form of in-depth case studies, questionnaire surveys, action research loops, and other development and evaluation projects. A few such projects do eventually appear as journal articles, but many teacher-researchers are put off by pseudo-scientific notions of what constitutes "proper" research.

NARE (National Association of Remedial Education) is committed to spreading a net to catch the results of these valuable undertakings before they sink into oblivion on the shelves of some university library. The association is establishing a "Special Needs Research Network", which aims to put members who are involved in small-scale research in related fields in touch with one another. This can assist members by pooling ideas, sharing perceptions, perhaps short-cutting work-loads - an important aspect where researchers often carry out studies on top of their full-time working roles. Moreover, the Network hopes to orchestrate groups of linked studies and assist in the dissemination of the findings, through the pages of its journal *Support for Learning*, but also in the wider educational arena, to inform and expand current debate and practice in responding to the special educational needs of the "forgotten 18 per cent".

Sue G. Burroughs is Senior Lecturer in Education at Digby Stuart College, Roehampton Institute of HE. Persons interested in contributing to, or drawing upon the SNRN may contact the writer c/o Research Sub-Committee, NARE, Central Office, 2 Lichfield Road, Stafford ST17 4TX.



The Special Needs Books and Equipment Exhibition Upmarket

Dennis Blackmore started work at Learning Development Aids in the days when children with special needs were taught "in the toilet or the broom cupboard". "We used to produce material for one-to-one teaching. That was 10 years ago. Now the emphasis has completely changed: we're producing materials to be used in the classroom."

LDA's latest materials for children with special needs will be on display this month, along with the outpourings of other publishers in the field, at the annual Special Needs Books and Equipment Exhibition.

Anne Bostock of the Diagnostic Centre for Learning Difficulties at the Ebury Street teachers' centre in central London, also notes the tremendous change in materials since the exhibition started. "The quality of the books is greatly improved. They used to be very downmarket, now they're beautiful, there are lots of really well-thought-out books."

There are lots of books, full stop. Everyone, it seems, has a special needs list, even if it is only the same old remedial list grafted on in a new leaflet boldly titled "Special Needs". Just as there has been criticism of some GCSE texts for being warmed-up O level and CSE books, so some special

needs publishing deserves the same eyebrow raising. The contrast between the output of the average mainstream publishing house doing its little bit for special needs and a specialist like LDA, which only produces special needs material, is great. Few children can be eager to learn when confronted with some of the uninspiring texts from the mainstream, which seems to regard special needs publishing as providing condescending readers for slow 8-year-olds.

The market has changed. At NFER-Nelson, Pam Pritchard has noticed that "it's much more sophisticated than it was 10 years ago". But there are still gaps. Anne Bostock needs tempting material for the over 11s who are slow readers. The usual approach seems to be to take the *Sieve*, the *Works Rider* and *Les Loves Betty* line. I have nothing against these books, except that their titles epitomize the stereotype, with working-class boys doing boyish things. Anne Bostock would particularly like to see more attractive non-fiction for this age group.

The other hole in the market is in the provision of appropriate curriculum materials for secondary schools. With the integration of students with special needs in the classroom, new materials

are needed. There's an economic issue here. The market for special needs materials is small; the secondary curriculum market for special needs is even smaller. Heinemann is one publisher which has started to tackle the problem: their new titles, *The USA in the Twentieth Century* by Andrew Reid and *The First World War* by Fiona Reynoldson, are both designed for the less academic 14 to 16-year-old. The answer, says Dennis Blackmore, must be for the mainstream publisher to downgrade existing materials - it's simply not cost-effective otherwise. As it is, the profit often comes from the dual use of their books. Readers designed for slow 9-year-olds are frequently also happily used by average 7-year-olds further down the school.

Amid the piles of brightly coloured paperbacks, books for teachers are easily missed. Among those on show this year will be a series published by Cassell and edited by Peter Mittler on special needs in ordinary schools. Current titles include *Fostering Mathematical and Scientific Thinking in the Primary School* by David Womack; *Humanities and Children with Special Educational Needs in Secondary Schools* by John Clarke and Kathryn Wiggley; and *Visual Handicaps in the Classroom* by Elizabeth Chapman and Juliet Stone.

There will be around 75 exhibitors. Inevitably the majority of the visitors come from the LEA, but this is the Educational Publishers Council exhibition that attracts the most attention: some come all the way from Scotland. For the publishers the event is particularly important, because they get to see the "right" people. Since the special needs market differs from the rest of education in that practitioners often buy their own materials with their own money, this is important.

The publishers stress that it's also the chance for teachers to meet the "right" people. Their perennial problem is getting visitors to talk to the editors and reps on the stands so that they can find out about forthcoming projects which may be of interest. Despite the EPC's investment in mailings to every school and likely customers in the country, and in reps and exhibitions, the publishers all agree that word of mouth is still probably the best seller of all.

Sarah Jane Evans

Special Needs Books and Equipment Exhibition, September 22-23, 10am-7pm, Bloomsbury Crest Hotel, Coram Street, London WC1. Official opening by Bernard Ashley at 10.30am on September 22. For further details contact the Educational Publishers Council, 01-580 6321.

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EXTRA

Where are we now?

GERALD HAIGH

In common with most of the professionals, I found the assumptions of Warnock and of the 1981 Act to be entirely unexceptionable. It seems, in retrospect, inevitable that a social climate which increasingly frowned on the classification of human beings by physical attribute should have brought forth a move to end the segregation of children by reference to their handicap or to their level of learning difficulty. Indeed, I might have been forgiven for believing that my own school would quickly be affected - that I would, for instance, find myself receiving physically handicapped and slow-learning pupils from special schools. I have been in education a long time, however, and I knew in my bones that a lot of reports, working parties and meetings would flow under the bridge before the first wheelchair came down my drive.

One of the unfortunate consequences of the Act, indeed, was that it raised the hopes and expectations of parents, some of whom believed that the gates of the special schools were about to swing open. A case in point is Doreen Benham, whose daughter Chris is, to use the classification, spastic quadriplegic - confined to a wheelchair and with limited use of the top part of her body. Doreen has six other children, three older than Chris and three younger, and thus Chris was fully socially integrated from birth. "It never occurred to me that she would not go to an ordinary school with her friends," said Doreen.

Not many teachers will be surprised that Chris did go to a special school, however - the profession's level of collective enlightenment about integration still does not encompass the likes of Chris. Then came the Act, and with it Doreen's realization that she could institute the assessment process herself. This she did, in April 1983. The assessment eventually took place in June the following year, and Chris's Statement confirmed her placement in special school. Doreen appealed - the first appeal which has ever been conducted a fairly public battle. Chris, however, remained in a special school, although she was eventually given a half day a week in a mainstream school - a compromise which Doreen felt to be unsatisfactory and which she eventually terminated.

Of course, there are schools where integration has rapidly become reality. Sue Crump is Head of Special Needs at a Leicestershire High School for 11-14 year-olds. Part of her responsibility involves looking after pupils who are "statemented" (another word which we now use without flinching) and who might a few years ago have been in special schools. One of these is 12-year-old Pam, who has arthrogryposis, which means that the muscles of her arms and shoulders are wasted and her activities consequently limited. "We have an extra half-time teacher specifically for the statemented pupils. The physically handicapped girl has an auxiliary who works 0.7 per cent of the week. She helps with changing and carrying and all practical activities."

One of the worries which besets those doubtful about integration is that "The other children might be cruel." Those involved, though, are never seriously worried about this. As Doreen Benham put it, "I don't subscribe to the notion that kids come out with verbal abuse." Sue Crump, too, says, "We were particularly concerned about this handicapped girl because she did look well, different, but there have been so far as I can see no comments whatsoever." The girl's father agreed with this. Often, too, the children themselves show so much faith in and commitment to themselves that anything less than total confidence on the part of the professionals looks a bit misanthropic.

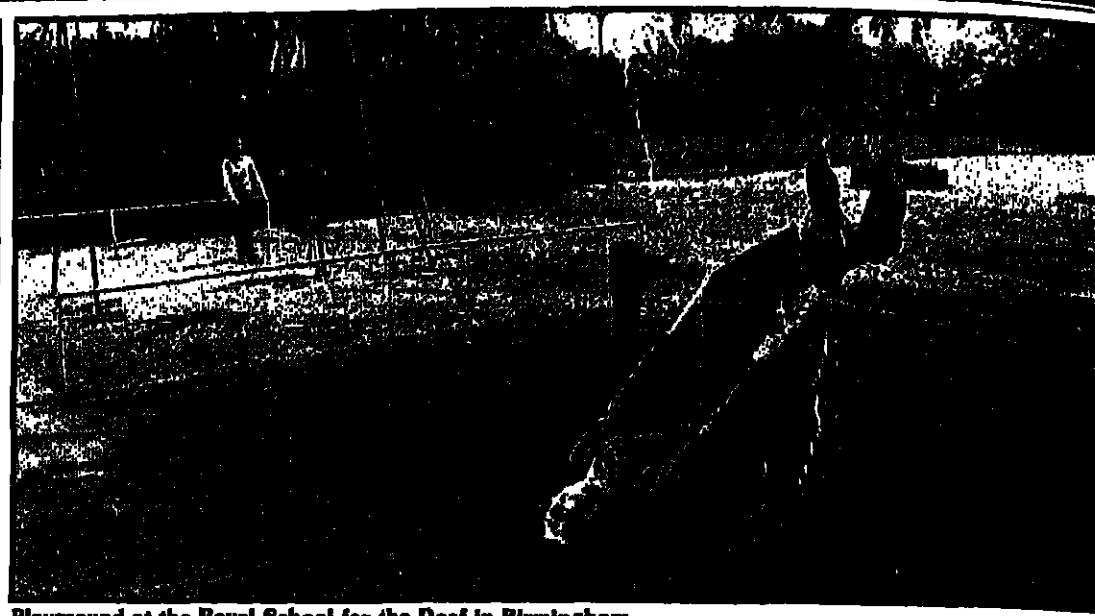
Of course, an absence of visible signs - of wheelchairs in mainstream classrooms, to cite the obvious example again - is by no means an indicator of indifference at County Hall. It is possible to start elsewhere and many local authorities have done so. Quite apart from anything else, it asking a bit much for an authority which is proud and supportive of its special schools suddenly to become enthusiastic about shutting them down. But however it has been done, any conscientious attempt to implement the Act has inevitably increased the workload at all levels of the education service. There is deep resentment at the apparent lack of recognition of this by the DES. The government provided no extra funding for implementing the Act, using as justification the argument that the totality of provision would remain the same anyway!

One commonly shared concern is with the length and complexity of the bureaucratic procedures needed to satisfy the Act's provisions. To some extent, indeed, the Act at least implicitly encourages delay so as to avoid any suspicion of railroadings. As one adviser said to me, though, "What's happening to the child meanwhile?" The obvious danger is that teachers may, because a statement and therefore a "solution" is pending, keep the child in a kind of limbo where no energetic attempt is being made on his problems. It is true to say, too, that children - especially between five and nine - change and develop so quickly that by the time the statement comes along it could be out of date.

So, slow though the wheelchairs have been to arrive, we have religiously done our bit towards the Statements, and found ourselves talking at greater length than ever before to the Educational Psychologist, who from the first has been crucial to the whole Special Needs enterprise. For the first time, under the Act, the existence and role of the Educational Psychologist is statutorily confirmed, and many more are being employed. Only time will tell, though, whether they will be so tied up with chasing up Special Needs referrals that they will be unable to develop more general projects concerned with the curriculum as a whole. Certainly there is a developing debate as to whether the Ed Psych should primarily be an expert who responds to referrals, or whether he should, as I believe, be ahead of the problem, devising preventative strategies.

So where are we now? Clearly the "SEN" bandwagon has been difficult to push into motion, and authorities have differed in the order of their response. What matters, though, is what teachers and others in education are thinking and doing, and although there is still resistance in most of us, perhaps, among affected parents - about attitudes in schools, I am sure that they are improving. It is this response in the profession which is significant, because any Act of Parliament can only work in so far as it legitimizes the practice of those who are doing the right thing already.

Gerald Haigh is Head of Henry Bebbins C.E. Middle School, Nuneaton



Playground at the Royal School for the Deaf in Birmingham

The NCSE sounds out its members

Reactions to the Act

BOB HOGG
LEN GREEN

The National Council for Special Education (NCSE) comprises professionals and parents who are concerned with the education of children with special educational needs wherever they are taught. It publishes the *British Journal of Special Education* four times a year.

During 1987, the House of Commons Select Committee undertook an enquiry into the implementation of the Education Act 1981 with respect to special needs provision. The NCSE contributed a major document to this enquiry and in doing so sought the views of its members with regard to the effect of legislation for children with special educational needs.

The underlying principles of the Act formed the basis of a detailed questionnaire which was sent to each member of the NCSE. These principles are:

1. The more sensitive matching of special educational provision to individual children's needs through improved assessment;
2. The wider concept of "special educational needs" to replace the previous ten categories of handicap;
3. The rights of parents;
4. The accountability of professionals for assessing and providing for children's needs;
5. Integration and meeting the needs of as many children as possible in mainstream schools.

What are practitioners' views?

1. *On assessment procedures*
There is a commonly held belief that the assessment of children with special educational needs is a lengthy and bureaucratic procedure. This was particularly confirmed in that 61 per cent of respondents regarded the procedures as too lengthy as against 20 per cent of those who felt that they were about right. Only 1 per cent considered that the time taken was too short.

The assessment of children with special educational needs is based on the premise that all of those closely connected with the child will have the opportunity to contribute. However, only 70 per cent considered that their views were reflected in the final statement. Even fewer respondents (58 per cent) were of the opinion that the assessment procedure had produced a satisfactory outcome which was capable of meeting the child's special educational needs.

2. *On the concept of special educational needs*

One of the most significant recommendations of the Warnock Report, of the 1981 Act, was the need to move away from the categorization of children by disability. The placement of children according to their disability has been replaced by a clearer focus on meeting their individual needs. Only 11 per cent of respondents were of the opinion that this changed focus was not useful in practice.

The concept of "special educational needs" led to new assessment procedures. Over three quarters (77 per cent) of respondents considered that these new procedures provide useful details of a child's special educational needs. However, it should be noted

BOB HOGG
LEN GREEN

that less than half (44 per cent) of all respondents stated that, in their view, the procedures ultimately led to children being placed in a setting where their needs would be met.

3. *On the rights of parents*

Over the past two decades there has been an increasing and justifiable move towards the recognition of parents as partners in the education of their children. The Act gives parents the rights to make an equal contribution to the assessment of their child and to receive copies of all professionals' reports. Eighty-one per cent of respondents considered that parents' views had been taken into account during the period of assessment. However, only 63 per cent of all respondents were of the opinion that parents' views were reflected in the final statement.

4. *On the accountability of professionals*

Where a local education authority maintains a statement of special educational needs for a child it has a duty to review that statement annually, in terms of the child's needs and the resources to meet them. This review is generally undertaken on the basis of a report prepared by the institution where the child is being taught. It was particularly noticeable that only 62 per cent of respondents considered that the procedures of the Act ensured that professionals actually reviewed and monitored the continuing needs of children and the resources for meeting them.

5. *On integration*

The Act requires that children with special educational needs should be taught in mainstream schools so long as this is compatible with:

- (a) the child receiving the special educational provision required;
- (b) the provision of efficient education for other children in the class or school;
- (c) the efficient use of resources.

This has produced a spectrum of response by local education authorities and, undoubtedly, in some areas of Britain an increasing number of children with significant special educational needs are being taught in mainstream schools and colleges (Wedell *et al*, 1986). Sixty-one per cent of respondents to the NCSE questionnaire reported that more children's special educational needs are being met in mainstream schools.

Practitioners' suggestions for improving special educational legislation

1. *Assessment procedures*
There is considerable support for reducing the time assessment procedures take.
2. *Assessment should begin earlier.*
There should be improved co-operation between health and education.
3. *More in-school assessment*
(Warnock's stages 1-3) before formal assessment procedures are initiated is necessary.
4. *The concept of special educational needs*
It should be applied to all children

with special educational needs; not only those children for whom the Act maintains a statement.

□ The concept should be applied more rigorously and universally.

3. *The rights of parents*

□ Clear and precise information and guidance should be available for parents. This should be available through various forms of media and in different languages.

□ Parents should be kept informed about how the statementing procedures are progressing.

□ Parental help should be available from a "named person" who is completely independent of the L.E.A.

4. *Accountability of professionals*

□ There should be some efficient means of ensuring that the procedures of the Act are universally applied. This should include a monitoring element with a focus on regularity and efficiency of reviews and re-assessment procedures, etc.

□ All professionals involved with the child should contribute to the assessment and should have detailed knowledge of the child.

5. *Integration*

□ There should be compulsory in-service training of all teachers to provide them with the necessary skills and expertise to meet children's special educational needs in mainstream schools.

□ The need to retain the caveat relating to "the efficient use of resources" should be carefully considered as this may be adversely affecting educational opportunities for children with special educational needs.

So is it really working?

There is no doubt that in some areas of Britain there has been a sharp and clear focus on, and a willingness to improve, procedures and provision for children with special educational needs as a result of the 1981 Education Act. Responses from members of the National Council for Special Education specify an urgent need for a review of current legislation and a universal application of the regulations relating to that legislation.

Certainly there is strong evidence of practitioners' commitment to securing the most rigorous and robust special educational provision for children and their parents. They are clearly hindered by a lack of resources, equipment, staff, professional advisers, therapists and educational psychologists. We sensed a tone of despair and frustration in respondents at not being able to do their best for children in their schools because of the lack of resources.

References:
Wedell, K. *et al* (1986) *The 1981 Education Act: Policy and Provision for Special Educational Needs. (Unpublished Report to Department of Education and Science, University of London Institute of Education.)*

Bob Hogg is National Research Officer and Len Green is 1981 Education Act Research Co-ordinator at the National Council for Special Education, 1 Wood Street, Stratford-upon-Avon CV37 6JE.

EXTRA

Integration in practice

Making contact

SUE SURKES

When Wayne Barrett arrived at Lady Adrian School for moderate learning difficulties in Cambridge, he was a withdrawn and emotionally vulnerable child prone to covering in corners and throwing tantrums. Now aged 11, he is coming out of himself and starting to make friends. The transformation, by all accounts, has been dramatic. The key, staff say, lies partly in Wayne's regular contact with older able-bodied children from nearby Chesterton Community College.

"The children from the other school are good for me," said Wayne, a slightly built, fragile child who still needs gentle coaxing. "I'm a nicer person now."

Wayne has been attending special physical education lessons designed by the school's PE teacher, Mr Dave Stewart, for children with motor problems. The lessons themselves build on what the children can do, not on what they cannot. But their success seems to have much to do with the involvement of non-exam fifth formers from Chesterton and mainstream pupils from the nearby Arbury Primary School. (The Tuesday sessions involve children from Chesterton and other special schools).

The younger Lady Adrian pupils seem not only to benefit physically from handling the weights of the Chesterton pupils (the lessons involve a lot of body contact) but to gain confidence from the fact that young

adults are giving them time and attention.

The self-esteem of the low-achieving Chesterton pupils is boosted in turn by the enthusiastic welcome that awaits them when they arrive at Lady Adrian.

"When we come over, they are always waiting for us at the windows," said Jonathan Crowe, a Chesterton 15-year-old. "They are really good friends to us. It makes you feel very happy."

Mark Lovell, also 15, said: "I knew this school was for people who were backward. When I first came here, I found them a bit scary. Now I think they are normal just like us. The most important thing is that they can trust us and we can trust them."

The PE lessons exemplify the ethos of Lady Adrian School which emphasises being a part of, rather than apart from, the local education community. Mr Keith Bovair, the dynamic and charming young head, talks not of integration which he equates with "putting processed cheese through a funnel", but of affiliation - a two-way process that sees staff and pupils giving to and taking from the community in a variety of ways.

Mr Bovair likes to stress the strengths as well as tackle the weaknesses of special needs children. He still has a tape of one pupil who said he had come to Lady Adrian because he was dim. As Mr Bovair sees it, every child, regardless of disability, has a right of



David Stewart with pupil in the gym

Reading problems: research into light-sensitivity

Spectacular tints

JOHN BALD

sensitive to some components of the spectrum of light, rather than to undifferentiated glare, has been established by experience as the central concept in Professor Irlen's approach. Prospective clients are now given an initial test in which they are wearing yellow-tinted glasses, as well as a letter-identification test while wearing Irlen lenses that they did while wearing plain or grey lenses. However, Mr Winter's test materials, comprising "three pages upon each of which were printed 600 random letters in 20 lines of 30 letters, are no closer to the presentation of print in reading than were the ophthalmic tests Professor Irlen encountered in California, while the number of successful cases around the world is currently around 7,000.

There remains, however, a considerable amount of work to be done, both to investigate the genetic and physiological implications of Professor Irlen's discovery and to ensure that the lenses are available, preferably more cheaply, to all of the children who can benefit from them. At the very best, the Institute should make an urgent attempt to find a British laboratory that can meet its technical requirements, and each I.E.A. should ensure that at least one of its officers knows the approach in detail.

John Bald is tutor in charge at the County Reading and Language Centre, Colchester Institute.

Institute in London has provided lenses for roughly 700 people without receiving any complaints, a record which it attributes to effective screening.

In preparing this article, I have spoken to the parents of four children who have recently received their lenses and seen an impressive range of personal tributes to Professor Irlen on videotape, as well as a letter from a parent in London describing a "fantastic" improvement in her son's performance in English after six months' use of the lenses. Each of these families had undergone years of suffering and frustration before contacting the Institute, in one case compounded by the advice of a headteacher that mother shouldn't worry because "boys are always late".

The parents were unanimous in their praise, commenting on improved concentration, co-ordination and concentration; and in two cases, delighted to find their children reading in bed for the first time. One parent was also grateful to her child's school for helping him to get used to wearing the glasses, although in other cases children had been taken to them by their parents.

access to a good curriculum. It is up to the school to design individualized packages using whatever facilities the school or community can provide.

One initiative has seen 14 Lady Adrian pupils joining their peers at Chesterton for GCSE English modules in literature and poetry. (Oral and language work modules are studied in Lady Adrian's own groups.)

Mrs Carmen Renwick, assistant head at Lady Adrian, has become part of the Chesterton teaching team, taking mixed groups of mainstream and special needs children. More importantly, perhaps, she has attended regular planning meetings to ensure lessons are suitable for those with special needs. The study of *Ker* is augmented by videos and role play, for example.

One module on children's literature is taken just by Lady Adrian GCSE candidates. Pupils are encouraged to critically analyse the content of children's books and to put theory into practice by reading to children at local nursery and primary schools. The venture is said to have motivated pupils to improve their reading - the better they can read the more they can give. Mrs Renwick is now hoping to invite an author in residence to take the youngsters on to the next step - the writing of children's books.

The integration of pupils for GCSE English has had an interesting effect on attitudes. "I thought they would be better than us, that they might be cleverer," said Shirley Benton, aged 15, of Lady Adrian School. "But I don't think they are." She added: "They teach us new things but some things you are not supposed to learn. We're not allowed to have bubble-gum." Philip Runham, also 15, said: "We're slower at writing than them. But some of them are terrible at acting. The teacher said we were very good."

Integration - or affiliation - with Chesterton also takes place for Personal and Social Development. And plans are afoot to start a 100 per cent coursework GCSE Performance Arts course with a music teacher from Manor Community College, a special needs teacher interested in drama from Chesterton, a movement specialist from Lady Adrian and a dance expert from the Body Workshop - a private dance studio in Cambridge.

"We are all learning together," Mr Bovair said. "Sometimes we are not right, but at least the interaction is happening."

Community work is another aspect of affiliation in practice. Children work in canteens and old people's homes and gain work experience in supermarkets, electrical firms and even the manicured gardens of the Cambridge colleges.



Children with motor problems at Lady Adrian school benefit from PE lessons shared with mainstream and low-achieving pupils from nearby schools

The changes have come thick and fast since Keith Bovair arrived at the school three years ago, but they have not come fast enough for him. He was born and educated in the United States where integration was further advanced and where he never thought of separate special schools. When he came to England 10 years ago, he was seen as "the American with the checked trousers and the big mouth. I have had to wait 10 years for the changes."

Mr Bovair's brief was to look at turning the 110-pupil day school for seven to 16-year-olds into a resource for the education community. In its own way, the key has been to encourage teachers' self worth and to allow them to explore their own strengths through varied experience and in-service training. He wants to enable his staff to move in and out of the wider community with ease. As he sees it, each teacher should become an individual resource.

Thus Mrs Renwick, who is now assiduously studying for an MA, has found it fulfilling to teach mainstream children and to discuss special needs requirements with mainstream school teachers.

Another member of staff, Mrs Jane Westaby, is on secondment at present, having developed a special interest in computers. Apart from developing the use of the computer as a teaching aid at

Lady Adrian, she is evaluating computer software for schools throughout the locality and is visiting classrooms all over Cambridge to provide support. She is now displaying software in a special Lady Adrian resource area so that staff from other schools can drop in and copy suitable programmes.

Support for parents is seen as another vital aspect of the school's resource role. Parents are invited to Tuesday assemblies and are encouraged to visit at any time. One teacher, Mrs Ruth Green, is now working alongside a parent in the classroom, helping her to deal with her own child.

An initiative of a different kind saw 10 third-year initial teacher training students from Homerton College, Cambridge coming into Lady Adrian to work with pupils on a one-to-one basis as part of a language and special needs module.

The school's work has now received national recognition in the form of a Schools Curriculum Award. But complacency is unlikely to set in. Mr Bovair would like to see the establishment at the school of a family centre that would provide resources and information about special needs and space for education, health and social services personnel to provide support.

By proving the value of the school, Mr Bovair believes he and his staff can guarantee its future in these uncertain, integration times. "We will not close, we will evolve."

seen to date is contained in a study by Mr Samuel Winter of the University of Hong Kong, reported in *The South China Morning Post*. In which, he found that a small sample of children did no better on a letter-identification test while wearing Irlen lenses than they did while wearing plain or grey lenses. However, Mr Winter's test materials, comprising "three pages upon each of which were printed 600 random letters in 20 lines of 30 letters, are no closer to the presentation of print in reading than were the ophthalmic tests Professor Irlen encountered in California, while the number of successful cases around the world is currently around 7,000.

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John Bald is tutor in charge at the County Reading and Language Centre, Colchester Institute.

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Following the appointment of Mrs. Anne Jones as Director of Education Programmes, Manpower Services Commission, we are seeking an outstanding educationalist and manager to develop education in this thriving and successful community school. Part of a multi-ethnic community, Cranford offers excellent opportunities for Adult Education and Training, having at present over 1,000 pupils and 1450 Adults attending for education and training each week.

Application form and further details obtainable from Director of Education Ref: P/BEA Civic Centre, Langdon Road, Hounslow TW5 4DN (large stamped addressed envelope please).

Closing Date 6th October 1987.

(50330)

BISHOPS CLEEVE SCHOOL
Cheltenham
11-18 Comprehensive (Co-Educational)
1300 on roll

Head Teacher

Group 12

Required for April 1988.
Further information and application forms available from the Personnel Division (Secondary Staffing), Room 114, Education Department, Shire Hall, Westgate Street, Gloucester GL1 2TP. Please enclose a Stamped Addressed A4 Envelope.

Gloucestershire County Council

The County Council is an equal opportunities employer and positively welcomes applications from all sections of the community.

EDUCATION Warden

Salary: £17,751
Hours: Full time - Resident
Location: Nether Swell Manor, Stow-on-the-Wold, Gloucestershire

A resident Warden is required from 1st January 1988, or as soon thereafter as possible, at this residential centre which is one of four maintained by Bedfordshire. Nether Swell specialises in field work courses in natural sciences, history, geography and integrated studies for pupils of 11-16 years. The appointee will be responsible for overall academic and residential supervision and direction of the centre and will be expected to make a positive contribution to its further development. Applicants should possess good academic qualifications with particular reference to the secondary curriculum and have relevant residential education experience linked to a proven ability to motivate, lead and manage a team. He/she must be able to work on his/her own initiative and in close co-operation with other officers of the Authority.

Salary Scale: Head Teacher (Group 5), in accordance with the Teachers Pay and Conditions of Service Order (1987) + £3,549 Residential Allowance.

How to Apply:
Application forms and further particulars are obtainable from the Chief Education Officer (Ref: FCS) County Hall, Bedford MK42 8AP
Closing Date: 23rd September 1987

The Council is an equal opportunities employer and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community.

03801

Bedfordshire

A Nuclear Free Zone

CHARTERS COUNTY SECONDARY SCHOOL, SUNNINGDALE, ASCOT
AGE RANGE 11-18

Headteacher

SALARY GROUP 12

Required from January 1988, or April 1988 in the case of an existing Head, a suitably qualified and experienced professional with an imaginative view of comprehensive education and a proven record of translating ideas into practice.

The authority and the Governors are anxious to appoint a successor to the previous Head, who has moved to a reputation which the school is held in by parents as well as encouraging new areas for development. The school serves a very attractive area of East Berkshire. Re-location expenses may be available in approved cases.

Application forms and further details from The Director of Education (Ref: POC) Shire Hall, Sunningdale Park, Reading, RG2 3JL.

Closing date for applications: 25th September

Royal County of BERKSHIRE

AN EQUAL OPPORTUNITY EMPLOYER

DORSET
GLENMOOR SCHOOL,
Beswick Avenue,
Bournemouth
(Group 9, 682 on roll)

Required from April, 1988, a HEAD-TEACHER for this secondary bilateral school for girls - age range 11-16 years.

Application forms and further particulars from the Staffing Officer, Eastern Area Education Office, Portman House, Richmond Hill, Bournemouth BH2 6ER, on receipt of s.a.e.

Closing date 7th October, 1987.

DORSET County Council

Secondary Education

Headships

BEXLEY
LONDON BOROUGH
WESTWOOD SCHOOL
Welling
Applications are invited from suitably qualified and experienced teachers to replace the present Head who retires at Christmas. A practising Catholic is required.

St Benedict's Comprehensive School is attended by pupils (13-18 years) from the western area of Suffolk.

Application forms and further details may be obtained from Mrs A. Flath, Chairman of Governors at the school, to whom they must be returned by 2nd October 1987.

Suffolk County Council

Education Department
Upper Nidderdale High School (Group 6), Low Wath Road, Pateley Bridge, Harrogate, North Yorkshire HG3 5HL.

Applications are invited from suitably qualified and experienced candidates for appointment as HEAD of this 11-16 co-educational comprehensive school with 308 pupils currently on roll.

Holy Family RC High School (Group 6), Longhedge Lane, Carlton, Salford, Greater Manchester M14 9NS.

(Voluntary Aided)

Applications are invited from a suitably qualified, experienced and committed Roman Catholic teacher for appointment as HEAD of this 11-16 comprehensive school with 309 pupils currently on roll.

The appointments will be from 18 April 1988.

Application forms and further details are available on receipt of a stamped addressed envelope from the County Education Officer, Room 523, County Hall, Northallerton, North Yorkshire DL7 8AE, to whom completed forms should be returned by 28.9.87.

NORTH YORKSHIRE COUNTY COUNCIL

HEADSHIP

BISHOP STOPFORD'S SCHOOL

The Headship of Bishop Stopford's School at Enfield will fall vacant when the present Head Master retires at the end of August 1988. The Governors invite applications from well-qualified and experienced teachers to take up the post on 1st September 1988.

The School is a Group II Voluntary Aided foundation of the Diocese of London, well supported by the London Borough of Enfield, and always oversubscribed. The present roll is 1060 boys and girls, almost equal in number, of whom 130 are in the sixth form.

Men and women interest in the possibility of becoming Head of a well-established, orderly, popular, and very active school, are invited to apply, in the first instance for full details, to the Clerk to the Foundation, Bishop Stopford's School, Brick Lane, Enfield, Middx. EN1 3PU.

The Governors hope to make the appointment before the end of February 1988.

London Allowance, £795. Consideration given to assistance with removal, relocation costs, temporary housing and two homes allowances.

An equal opportunity employer
(50949)

London Borough of Enfield

An Equal Opportunity Employer

SURREY COUNTY COUNCIL

- * FRINGE AREA LONDON ALLOWANCE £309 p.a. throughout the County.
- * Temporary housing may be available.
- * Generous relocation expenses in approved cases.

DEPUTY HEADSHIP

THE ASHFORD HIGH SCHOOL,
Stanwell Road, Ashford, Middlesex, TW15 3DU.

12-16 Mixed Comp. B.N.O.R. 1176

Due to the current postholder being promoted to a Headship a vacancy has arisen for a SECOND DEPUTY HEADTEACHER (Group 10) from January 1988. In this newly reorganised school.

Salary £18,999 + £309 Surrey Allowance p.a.

Further details and application forms from the Headteacher:
Tel: (0784) 243824

Please phone (0232) 729000 or (0232) 729001 for details of the school and its facilities.

Deputy Headships

Second Masters/Mistresses

BARKING AND DAGENHAM
LONDON BOROUGH OF
BARKING AND DAGENHAM
COMPREHENSIVE SCHOOL
Barking, Essex
Required from January 1988: Senior Master/Mistress. Applications are invited from suitably qualified candidates for the post of Senior Master/Mistress in this Group 12 V.A.E. School. Salary: £20,751 plus £15 per annum inner London allowance. Applications for renewal of contracts in approved cases. Application forms and details from the Clerk to the Governors, Mr A.G.D. Cole, 24 Ebury Bridge Road, London SW1W 8PZ, not later than Thursday, 10th October 1987. Further particulars may be obtained from the Clerk to the school. (12937) 130010

BEDFORDSHIRE
EDUCATION SERVICE
CARDINAL NEWMAN SCHOOL
Wardley Hill Road, Luton.
Tel: 597125

Required from January 1988, a Deputy Head Group 11. Candidates should be experienced teachers with a minimum of 10 years' experience in secondary schools. Bedfordshire is an Equal Opportunities Employer. 130012

BUCKINGHAMSHIRE
MILTON KEYNES
BRINDLEY HALL SCHOOL
Brindley Hall, Milton Keynes MK14 1JL
Headteacher: John Wilkins

Required January 1988. Involve all staff in the school. A rapidly expanding education and leisure complex incorporating extensive community facilities and twin 12-18 comprehensive schools, totalling 8400 students.

The promotion of the existing postholder to the Advisory Services, coincides with the reorganisation of the Campus with four schools together with a sixth form. The successful candidate, with a deputy headship, will coordinate the work of a hall of 500 students and a major Campus-wide responsibility.

Assistance with removal expenses may be available in approved cases. There is a wide range of housing to buy in the area.

Application forms and further particulars are available from John Wilkins, Co-ordinator, Brindley Hall, Brindley Hall, Milton Keynes MK14 1JL. Closing date for applications Monday 5.10.1987. (12635) 130012

DEVON
COUNTY COUNCIL
Please see display advertisement on page 55. 130012

HAVERING
LONDON BOROUGH OF
HAVERING PARK SCHOOL
Havering Park, Romford RM1 4SD
Tel: Romford 8418

Headteacher: Mrs K. M. Phillips, B.A. (Hons), M.Phil

Required from January 1988, a senior teacher, with a minimum of 10 years' experience in secondary schools, to join a senior management team of seven in the day-to-day administration of this split site school and to take charge of the school's social education programme. Candidates should have proven experience within this key area.

Previous applicants will automatically be considered.

ROYAL LIBERTY SCHOOL
Royal Liberty School
Romford RM4 4JL
Tel: Romford 40544

Headteacher: J.P. Cole, M.A. (Cantab)

Roll: 620 Boys

Required from January 1988 a Director of Studies, main professional grade with an incentive allowance of £3,000 per annum, to lead curriculum development and suggest a senior management team. Please state teaching subjects.

For both of the above positions, applications should be sent to the Headteacher, with the name of the candidate, to be sent to the Headteacher. (16424) 130012

DEPUTY HEADTEACHER - Group 10

Diocese of Westminster, London Borough of Brent, CARDINAL HINSLEY HIGH SCHOOL, Harlesden Road, London NW10 Tel: 01-865 3847/8497 (Boys 11-19 Comprehensive Roll: 600) Required for January 1988

DEPUTY HEADTEACHER (Group 10). Applications are invited from committed Roman Catholics for appointment to this influential post. The Governor seeks a person of vision and energy who will support and make a major contribution to the management, policy making and constantly developing life of this Catholic School.

The responsibilities of the successful candidate will include administration, staff development, in-service and will reflect the strengths and interests of the postholder.

Application forms and further details may be obtained from the Headmaster to whom completed forms should be returned by Thursday 8th October 1987.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

HEREFORD AND WORCESTER COUNTY COUNCIL

SOUTH BROMSGROVE HIGH SCHOOL
Bromsgrove, Worcs. B60 3NL

13-18 Upper School, 1000 on roll, 150 in Sixth

Required from 1st January 1988, a Deputy Head Teacher - Group 11 salary.

This is an opportunity to join a vigorous team at a senior management level. Specific autonomous responsibilities will relate to day to day administration but the successful applicant will also be closely involved with both curricular and pastoral matters.

Please phone (0537) 729000 or (0537) 729001 for details of the school and its facilities.

Wiltshire

AN EQUAL OPPORTUNITY EMPLOYER

DORCAN SCHOOL
ST. PAUL'S DRIVE
COVINGHAM
SWINDON
WILTS

DEPUTY HEADTEACHER GROUP 11

Required for January 1988 at this comprehensive co-educational school, situated on the eastern outskirts of Swindon. The senior management team works in a flexible manner to allow personal strengths and interests to flourish whilst at the same time preparing members for their next promotion. Each deputy has responsibility for an area of the curriculum, for administration and management.

Applicants, suitably qualified and experienced must be committed to the comprehensive ideal.

Further details/application forms from the Headteacher, Miss J.E. Smith M.A. at the address above on receipt of s.a.e. Applications to be received by Friday 30th September 1987.

Wiltshire is an equal opportunity employer.

(03883)

BRENT EDUCATION

towards a better future

- a small, friendly and exciting Borough
- well served by public transport with easy access to the city and countryside
- Among the best pupil teacher ratios in the country and correspondingly small classes
- a high level of support staff provision in schools
- the assistance of a central team of professional advisers
- a high level of in-service training provision
- excellent terms and conditions including generous allowances for maternity/paternity leave
- limited hostel facilities available
- Special schools - exceptionally good pupil teacher ratios and purpose-built buildings
- fundamentally committed to multi-cultural education with pioneering policies on race and gender
- full Inner London Allowance of £1215 per annum payable.

DEPUTY HEADTEACHER - Group 10

Diocese of Westminster, London Borough of Brent, CARDINAL HINSLEY HIGH SCHOOL, Harlesden Road, London NW10 Tel: 01-865 3847/8497 (Boys 11-19 Comprehensive Roll: 600) Required for January 1988

DEPUTY HEADTEACHER (Group 10). Applications are invited from committed Roman Catholics for appointment to this influential post. The Governor seeks a person of vision and energy who will support and make a major contribution to the management, policy making and constantly developing life of this Catholic School.

The responsibilities of the successful candidate will include administration, staff development, in-service and will reflect the strengths and interests of the postholder.

Application forms and further details may be obtained from the Headmaster to whom completed forms should be returned by Thursday 8th October 1987.

London Weighting of £1215 per annum is made in addition to the appropriate Burnham Salary Scale.

To the Head Teacher

I am interested in the post of

Please send me further information

Name:

Address:

TES School

Haringey Education Service is conscious that, in general, teachers from black and minority ethnic backgrounds and bilingual teachers are under-represented in the teaching force. Applications from such teachers would be particularly welcome. The same applies to women teachers, particularly for posts at a senior level in secondary schools and in certain curricular areas.

THE SCHOOL OF ST. DAVID & ST. KATHERINE

Hillfield Avenue, London NW8 7DT. Tel: 01-348 6292

Church of England Voluntary Aided School with 1,100 pupils on roll (Group 11). The Governors invite applications for the post of:

Deputy Headteacher

(Burnham designation Second Master/Mistress) for January 1988.

As well as being involved in school organisation and management generally, the major responsibility of the post will be the curriculum and its development, and the Governors are seeking to appoint a candidate of proven ability and wide and successful experience in the full 11-18 age range.

Candidates should possess a positive commitment to the role and ethos of a Church of England School, and should be practising Christians, preferably of the Anglican tradition.

Application forms and full particulars are available from the Headteacher, Ms. C.M.S. Alexander, (s.a.s.), and should be returned to her so as to arrive not later than Saturday 3 October.

Haringey

Haringey is an equal opportunity employer. We welcome your application which will be considered on merit, irrespective of race, marital status, sex or any disability you may have.

FINHAM PARK MIXED COMPREHENSIVE SCHOOL

Deputy Head Teacher

Group 12

From January 1988 there is a vacancy, following promotion to a Headship for a DEPUTY HEAD at this 11-18 comprehensive school of 1250 students (6th form 230).

Finham Park is a custom-built comprehensive and occupies an extensive site on the southern edge of the City. Since its opening in 1970 the school has been in the forefront of educational developments and the expertise of its staff is drawn on extensively by local and national projects. Major current developments include TVEI modular courses and Records of Achievement. The school seeks candidates of extensive experience, with a proven record in directing and motivating groups of teachers and who are able to make a major contribution to the work of the Senior Management Team.

Application forms and further particulars available from the Head Teacher, Mr. G. Smith at the school, Green Lane, Coventry CV3 6EA, Tel: 0203 418135 to whom completed application forms should be returned by 2nd October 1987. Enclose SAE if acknowledgement required.

Convincing disqualifications. We welcome applications from men and women regardless of disability, race or marital status.



City of Coventry

Richard Challoner R.C. Boys' School
Manor Drive North, NEW MALDEN,
Surrey, KT3 6PE
Tel: 01-330 5947
No. on roll: 611, 11-18 years.

DEPUTY HEADSHIP (Group 9)

The Governors invite applications from well-qualified teachers for the above post, which they wish to fill for January 1988. Teachers who are practising Roman Catholics would be preferred.

This Special Agreement Secondary School was founded in 1958 from a wide catchment area.

Application forms and further details are available from the Headmaster to whom completed forms should be returned by Friday 2, October 1987.

Royal Borough of KINGSTON upon Thames

An equal opportunities employer.

SECONDARY DEPUTY HEADSHIP

(continued)

HUMBERSIDE

JOHN LEGGOTT SIXTH FORM COLLEGE

Principal: K. J. B. Constable

Applications are invited for the post of Deputy Principal (Posters) for January 1988. The College Senior Management Team consists of the Principal, Deputy Principal (Administration), Deputy Principal (Pastoral), Deputy Principal (Curriculum), and staff development and three Senior Teachers attached respectively to the Vice Principal and Deputy Principal.

Hence there are three posts of staff dealing with a particular area of the college work.

Applicants should be interested in fostering high academic standards, and be seen as a first class teacher of any particular subject applying up to the highest level and teaching about one-third of the curriculum.

Application forms (s.a.s.) should be obtained from the Principal at the college, West College, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

KENT

COUNTY COUNCIL EDUCATION DEPARTMENT

MASCHALLS SCHOOL, Tonbridge, Kent TN11 2EL

Group 11-18

Comprehensive (Roll 1330)

Required for January 1988. SECOND MASTER/MISTRESS (Posters) for January 1988. Apply by letter to the Headmaster at the school, Hill, Padgate Wood, Tonbridge, Kent TN11 2EL, Enclose S.A.E. (1981) 130012

KIRKLEES

METROPOLITAN EDUCATION DEPARTMENT

DRIGHTON HIGH SCHOOL, Dighton Road, Dighton, Huddersfield HD1 1JP

Ref 1067

Applications are invited from suitably experienced teachers for the DEPUTY HEADSHIP of this GROUP 8 multi-racial, community secondary school. The school has a commitment to the full range of 11-18 education. The appointment will be made from January 1988.

Application forms and further details (SAE) should be obtained from the Headmaster at the school to whom completed forms should be returned within 14 days of this advertisement.

Kirklees operates an Equal Opportunities Policy and all applications are supplied to all staff 130012 (1208)

MERTON

LONDON BOROUGH OF MERTON

WIMBORNE CONVENT HIGH SCHOOL, The Downs, Wimbledon

Tel: 01-846 0368

DEPUTY HEADTEACHER (Group 11) to complete a management team. This is a voluntary-aided, 8 p.c. girls' comprehensive school with 13-17-18 on roll. Reasonable salary. Applications are invited from practising Roman Catholics who have substantial experience in both pastoral and curricular spheres.

Closing Date: 2nd October 1987

Applications by letter stating full details and two references for reference to the Director of Education, Merton Council, 100, Victoria Road, London SW20 7JL, Tel: 01-874 7171.

G. Crane, Director of Personnel, 130012 (12942)

NORTHAMPTONSHIRE

WELLINGTON SCHOOL, Wellesbourne, Northants. NN8 9JQ

11-18 co-educational comprehensive school. Number on roll 1,250 with 100+ in 6th form.

Deputy Head (Group 11)

Applications are invited from well-qualified, experienced and enthusiastic teachers for the position of Deputy Head. The post becomes available on the retirement of the present holder.

The Governors are seeking to appoint a person with vision, stamina and commitment to make a significant contribution to the continued development of this popular secondary school.

The role of the successful applicant will include administrative responsibilities.

Application forms and further details are available from the Headmaster and completed forms should be returned by Friday, 2 October 1987.

Northamptonshire welcomes applications from men and women regardless of race and disability. 130012

Northamptonshire welcomes applications from men and women regardless of race and disability. 130012

NOTTINGHAMSHIRE COUNTY COUNCIL

ELIZABETHAN HIGH SCHOOL, Nottingham

Mixed 1089 (11-19)

DEPUTY HEAD TEACHER (Group 11)

Required for January to join the Senior Management Team. The successful candidate will be involved in all aspects of school life but will hold an initial post of Deputy Head (Posters) for January 1988. The College Senior Management Team consists of the Principal, Deputy Principal (Administration), Deputy Principal (Pastoral), Deputy Principal (Curriculum), and staff development and three Senior Teachers attached respectively to the Vice Principal and Deputy Principal.

Hence there are three posts of staff dealing with a particular area of the college work.

Applicants should be interested in fostering high academic standards, and be seen as a first class teacher of any particular subject applying up to the highest level and teaching about one-third of the curriculum.

Application forms (s.a.s.) should be obtained from the Principal at the college, West College, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 7

SUFFOLK

SCHOOL
Arrow Road, Ipswich
S1N

11-18 years
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(iii) **Main Scale + £1002 – Second in Mathematics Department**
Required January 1988 to support a newly appointed Head of Department in the development of Maths Education throughout the school. Experience of SMP will be a strong recommendation. The ability to contribute to management, across the curriculum of Information Technology or Records of Achievement is sought. Willingness to co-ordinate the Duke of Edinburgh Award Scheme within the school is desirable. Closing date

DEVON

SECONDARY SCIENCE

continued

HILLINGDON
LONDON BOROUGH OF
HILLINGDON
Pinkwell Lane, Hayes UB3
1PB

Number on roll: 936

Headteacher: T.B. McCulloch, M.A.

Required for January 1988, an enthusiastic and well-qualified teacher of Science (or 2 equiv.) with the ability to teach Chemistry to Advanced Level.

Nuffield 13 to 16 is taught from Year Three to Year Five. The school is a dual-sex, day school. It is intended to develop a science house in the near future. All three sciences are taught in a healthy, happy, and secure environment.

Please apply in the first instance by letter to the Head of this school stating the grades and address of two referees.

Outer London Allowance Payable.
Closing date: 2 Oct. 1987. (13053)

NORTHAMPTONSHIRE

WELINGBOROUGH
CHRISTOPHER NATION
SCHOOL
The Priory,
Wellingborough,
Northants, NN8 4LP

Required for January 1988 a well-qualified and experienced Physics Teacher (Male) 3 new posts. Salary 11,000 additional allowance in this 11-18 mixed comprehensive.

The school is well equipped with modern examination facilities and a new Physics Laboratory. The successful candidate will be expected to organise the Physics Department under the direction of the Head of Science.

Letters of application including curriculum vitae and the names and addresses of two referees should be sent to the Headteacher as soon as possible.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12715) 134822

Scale 1 Posts

DEVON
COUNTY COUNCIL
Please send display advertisement on Form 65. (16443) 134822

BRENT
SCIENCE
OPPORTUNITIES

Scale 3 or 4

Applications are invited from experienced Science Teachers to join a team of permanent and/or part-time Heads of Department and Science Support Teachers. Posts are available immediately and from January 1st 1988. Successful applicants will have demonstrated successful involvement in curriculum change, a commitment to equal opportunities and flexibility in methods of working.

Recruitment will be to the Borough in the first instance. If you are interested please complete the coupon below and we will send an information Pack with full details about these posts.

- Brent is an equal opportunity employer and is fundamentally committed to Multi-cultural Education.
- BRENT offers a wide range of advantages to teachers:**
- the assistance of a central team of professional Advisers
 - a high level of in-service training provision
 - excellent terms and conditions including generous allowances for maternity/paternity leave, full Inner London Allowance (£1,215)
 - Social Priority Allowance for appropriate schools

QUICK REPLY COUPON

To: Director of Education, PO Box 1, Chesterfield House, 9 Park Lane Wembley, Middlesex HA9 7RW.
Please send me an information Pack for secondary teacher posts as advertised.

I am interested in Science Opportunities

NAME

ADDRESS

Daytime Tel. No.

BRENT
EDUCATION
towards
better future

BARNET

CLONDON BOROUGH
NORTH HAVEN
SCHOOL
Page Street, Mill Hill, London
NW7 4EP

Required for January 1988, a well-qualified and experienced Teacher of Biology (Male) 3 new posts. Salary 11,000 additional allowance in this 11-18 mixed comprehensive.

The school is well equipped with modern examination facilities and a new Biology Laboratory. The successful candidate will be expected to organise the Biology Department under the direction of the Head of Science.

Letters of application including curriculum vitae and the names and addresses of two referees should be sent to the Headteacher as soon as possible.

Northamptonshire welcomes applications regardless of marital status, sex, race and disability. (12715) 134822

Scale 1 Posts

DEVON
COUNTY COUNCIL
Please send display advertisement on Form 65. (16443) 134822

EAST SUSSEX

BEXHILL HIGH SCHOOL
Bexhill-on-Sea, Bexhill-on-Sea
TN38 4HT

Comprehensive mixed: 11-18
Roll: 1370

From January 1988: Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

ESSEX

THE APPLETON SCHOOL
Croft Road, Benfleet SS7
5AN

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

KINGSTON

UPON THAMES
ROYAL BOROUGH OF
KINGSTON UPON THAMES
PARK, TINGHAM SCHOOL
Garrison Lane, Chessington,
Surrey KT8 7LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
Yasol Gyfan Rhydolfaen,
Cardiff CF11 2YB

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

NORTHAMPTONSHIRE

IRTHLINGBOROUGH
HUXLOW SCHOOL,
Irrthlingborough,
Northants, NN16 9TV

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

HEREFORD

AND WORCESTER
COUNTY COUNCIL
SOUTH BROMSGROVE
HIGH SCHOOL,
Chard Road, Bromsgrove, Worcs. B60
3NL

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SUFFOLK

COUNTY COUNCIL
SAMUEL WARD UPPER
SCHOOL,
Chalkstone Way, Haverhill
(mixed comprehensive) 13-18: 770 on roll

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SURREY

SANDOWN HIGH SCHOOL
The Priory, Sandown, I.W.
PO1 2ES

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SURREY

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The Priory, Sandown, I.W.
PO1 2ES

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Application forms and details are available from the Headteacher. (12934) 134822

KENT

COUNTY COUNCIL
EDUCATION DEPARTMENT
NORTH KENT AREA
SCHOOL,
Barnard Castle, Barnard Castle
TS20 9LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

WEST SUSSEX

TANBRIDGE HOUSE SCHOOL
Surrey, Main Professional
Grade

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

KINGSTON

UPON THAMES
ROYAL BOROUGH OF
KINGSTON UPON THAMES
PARK, TINGHAM SCHOOL
Garrison Lane, Chessington,
Surrey KT8 7LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
Yasol Gyfan Rhydolfaen,
Cardiff CF11 2YB

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

NORTHAMPTONSHIRE

IRTHLINGBOROUGH
HUXLOW SCHOOL,
Irrthlingborough,
Northants, NN16 9TV

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

HEREFORD

AND WORCESTER
COUNTY COUNCIL
SOUTH BROMSGROVE
HIGH SCHOOL,
Chard Road, Bromsgrove, Worcs. B60
3NL

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SUFFOLK

COUNTY COUNCIL
SAMUEL WARD UPPER
SCHOOL,
Chalkstone Way, Haverhill
(mixed comprehensive) 13-18: 770 on roll

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SURREY

SANDOWN HIGH SCHOOL
The Priory, Sandown, I.W.
PO1 2ES

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SURREY

SANDOWN HIGH SCHOOL
The Priory, Sandown, I.W.
PO1 2ES

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

WEST SUSSEX

EDUCATION DEPARTMENT
TEMPORARY
TEACHER
SCHOOL,
Barnard Castle, Barnard Castle
TS20 9LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

WEST SUSSEX

TANBRIDGE HOUSE SCHOOL
Surrey, Main Professional
Grade

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

KINGSTON

UPON THAMES
ROYAL BOROUGH OF
KINGSTON UPON THAMES
PARK, TINGHAM SCHOOL
Garrison Lane, Chessington,
Surrey KT8 7LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
Yasol Gyfan Rhydolfaen,
Cardiff CF11 2YB

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

NORTHAMPTONSHIRE

IRTHLINGBOROUGH
HUXLOW SCHOOL,
Irrthlingborough,
Northants, NN16 9TV

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

HEREFORD

AND WORCESTER
COUNTY COUNCIL
SOUTH BROMSGROVE
HIGH SCHOOL,
Chard Road, Bromsgrove, Worcs. B60
3NL

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SUFFOLK

COUNTY COUNCIL
SAMUEL WARD UPPER
SCHOOL,
Chalkstone Way, Haverhill
(mixed comprehensive) 13-18: 770 on roll

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SURREY

SANDOWN HIGH SCHOOL
The Priory, Sandown, I.W.
PO1 2ES

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SURREY

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The Priory, Sandown, I.W.
PO1 2ES

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Application forms and details are available from the Headteacher. (12934) 134822

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Application forms and details are available from the Headteacher. (12934) 134822

SECONDARY SPEECH & DRAMA

COUNTY COUNCIL
EDUCATION DEPARTMENT
TEMPORARY
TEACHER
SCHOOL,
Barnard Castle, Barnard Castle
TS20 9LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

WEST SUSSEX

TANBRIDGE HOUSE SCHOOL
Surrey, Main Professional
Grade

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

KINGSTON

UPON THAMES
ROYAL BOROUGH OF
KINGSTON UPON THAMES
PARK, TINGHAM SCHOOL
Garrison Lane, Chessington,
Surrey KT8 7LH

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

MID GLAMORGAN

COUNTY COUNCIL
EDUCATION DEPARTMENT
Yasol Gyfan Rhydolfaen,
Cardiff CF11 2YB

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

NORTHAMPTONSHIRE

IRTHLINGBOROUGH
HUXLOW SCHOOL,
Irrthlingborough,
Northants, NN16 9TV

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

HEREFORD

AND WORCESTER
COUNTY COUNCIL
SOUTH BROMSGROVE
HIGH SCHOOL,
Chard Road, Bromsgrove, Worcs. B60
3NL

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

SUFFOLK

COUNTY COUNCIL
SAMUEL WARD UPPER
SCHOOL,
Chalkstone Way, Haverhill
(mixed comprehensive) 13-18: 770 on roll

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Application forms and details are available from the Headteacher. (12934) 134822

SURREY

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PO1 2ES

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Application forms and details are available from the Headteacher. (12934) 134822

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

Application forms and details are available from the Headteacher. (12934) 134822

HOUNSLOW

THE GREEN SCHOOL FOR
CHILDREN
Bush Corner, Isleworth,
Middlesex TW7 3BB

Required for January 1988, a well-qualified and experienced Teacher of Science (Main Professional Grade) to teach Biology to Years 11 & 12. The post would be suitable for a newly qualified person.

SPECIAL EDUCATION
continued

NEWHAM
LONDON BOROUGH OF
NEWHAM
RECENT SCHOOL
Principals of White Road, London
E13 3JL
At present Teacher: Mr. G. G. G.
Number of pupils 45
TEACHERS: 10
EMOTIONALLY DISTURBED
PUPILS
Senior group of post-graduate
school. 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LONDON SW1

WESTMINSTER SCHOOL
There will be a vacancy in January or April 1988 for a teacher of Chemistry for classes throughout the school. A new Science Building has recently been completed and there are excellent facilities for the teaching of Chemistry.

Applications are invited from qualified teachers with recent experience of teaching Chemistry. Full details of the post are available from The Headmaster, Westminster School, London SW1P 3JB. To be made by letter giving a curriculum vitae and the names of at least two referees.

184824

LONDON NW10

WIMBORNE HIGH SCHOOL
(P.D.S.)
Required for January 1988, a teacher of English, to teach throughout the school for the first 10 years of the school. The school is a voluntary aided school. The Headmaster is Mr. M. J. N. T. (11784).

Applications are invited from qualified teachers with recent experience of teaching English. Full details of the post are available from The Headmaster, Wimborne High School, Wimborne, Dorset, BH21 3JL. To be made by letter giving a curriculum vitae and the names of at least two referees.

184824

SURREY
TOWNSEND SCHOOL
Independent Day School.
220 pupils aged 5-18.
Required for January 1988, a teacher of English, to teach throughout the school for the first 10 years of the school. The school is a voluntary aided school. The Headmaster is Mr. M. J. N. T. (11784).

Applications are invited from qualified teachers with recent experience of teaching English. Full details of the post are available from The Headmaster, Townsend School, Surrey. To be made by letter giving a curriculum vitae and the names of at least two referees.

184824



ST. DUNSTON'S COLLEGE

Catford, London, SE8 4TY
(HMC Independent Day School for Boys aged 7-18)

Required in January 1988

Deputy Head of the Lower School
to assist with the administration and activities of the section of the School containing boys aged 11-13. To also be a Form Teacher; preferred subject Modern Languages, but other subject specialists will be considered.

Modern Linguist to teach French up to and including A-level. The College's main second European language is German.

Well qualified, experienced teachers who will play a full part in the College's extra-curricular activities are required for both these posts. Salary above Inner London "Baker". Further details from the Headmaster to whom application should be made by Wednesday 28th September 1987 naming two referees.

50346

ASHVILLE COLLEGE

HARROGATE

Required for January 1988 a well qualified, experienced and enthusiastic **CLASS TEACHER** for 9-10 year olds. Ideally we would like the successful candidate to be a specialist in **MATHS** and we would expect a full contribution to extra curricular activities.

Written application with full curriculum vitae to The Headmaster, enclosing names, addresses and telephone numbers to two referees.

Ashville College
Green Lane, Harrogate, HG2 9JR

50316



CRANLEIGH PREPARATORY SCHOOL

CRANLEIGH, SURREY

APPOINTMENT OF HEAD

Applications are invited from suitably qualified graduates for the office of Head of Cranleigh Preparatory School which falls vacant on 1st January 1989.

Further details may be obtained from the Bursar and Clerk to the Governors of Cranleigh School and Cranleigh Prep School, Cranleigh, Surrey, GU6 8QQ. Tel: 0483-273666.

50379

LONDON W6

ST. BENEDECTINE HIGH SCHOOL
(P.D.S.)
Required for January 1988, a teacher of English, to teach throughout the school for the first 10 years of the school. The school is a voluntary aided school. The Headmaster is Mr. M. J. N. T. (11784).

Applications are invited from qualified teachers with recent experience of teaching English. Full details of the post are available from The Headmaster, St. Benedictine High School, London W6. To be made by letter giving a curriculum vitae and the names of at least two referees.

SURREY
TOWNSEND SCHOOL
Independent Day School.
220 pupils aged 5-18.
Required for January 1988, a teacher of English, to teach throughout the school for the first 10 years of the school. The school is a voluntary aided school. The Headmaster is Mr. M. J. N. T. (11784).

Applications are invited from qualified teachers with recent experience of teaching English. Full details of the post are available from The Headmaster, Townsend School, Surrey. To be made by letter giving a curriculum vitae and the names of at least two referees.

184824

Other than by Subject Classification

Heads of Department

LANCASHIRE

LANCASTER ROYAL GRAMMAR SCHOOL

Voluntary Aided; 880 boys (Sixth Form); 250 girls (including 180 boarders).

Teaching posts will be commencing in January 1988 and September 1988 in the following departments: English, Mathematics, Science, History, Geography, Modern Languages, Art, Music, Physical Education, and Sports. Applications are sought from suitably qualified teachers for the post of HEAD OF DEPARTMENT. The successful candidate will be appointed as ASSISTANT HEADMASTER.

Further details from the Headmaster, Lancaster Royal Grammar School, Lancaster LA1 3EF. Tel: 0534 32105. To be made by letter giving a curriculum vitae and the names of at least two referees.

185618

THE HAWTHORNES SCHOOL

BLECHINGLEY, SURREY.

INDEPENDENT PREPARATORY SCHOOL.

HEAD

This post will become vacant on the retirement of the present Headmaster in July 1988.

There are 200 pupils, the main school having 115 boys aged 7-13 including some 30 boarders, with a Junior school of around 85 boys and girls aged 4-7 under its own Headmaster.

Accommodation provided for Head and family on school premises in attractive large grounds.

Remuneration as for Group 3 schools. D.E.S. Superannuation Scheme.

Details of the appointment and application from:

Clerk to the Governors,
The Hawthornes Educational Trust Ltd.,
c/o Chancery House,
3 Hatchlands Road,
Redhill, Surrey RH1 6AA.
Tel: 0737 762728

Closing date: 7 October 1987.

Other Assistants

BERKSHIRE
TEACHERS OF ENGLISH & FRENCH
Available NOW/JAN/APRIL/SEPTEMBER. Should and have a.n.e. for details of F.R.E. RECRUITMENT SERVICE. Vacancies for Heads of Department (Pres. C.E. & P.S.) and Assistant Teachers (GCSE & A-Level).
Further details from the Headmaster, St. Andrew's School, Reading RG2 8QA. Tel: 0118 500000. To be made by letter giving a curriculum vitae and the names of at least two referees.

SOMERSET
BRIDGEMOUTH JUNIOR SCHOOL
Please see our advertisement under Preparatory Schools (184824).

WEST MIDLANDS
Full time French/Carriers to take boys aged 9-14 years. Applications should be made in writing including full C.V. to: The Principal, Wyde Green College, Sutton Coldfield B72 8A. (185829).

Other than by Subject Classification

Preparatory Schools

Deputy Headships

Second Masters/Mistresses

BERKSHIRE

ST. ANDREW'S SCHOOL

Reading RG2 8QA. Tel: 0118 500000.

Required for January 1988, a teacher of English, to teach throughout the school for the first 10 years of the school. The school is a voluntary aided school. The Headmaster is Mr. M. J. N. T. (11784).

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BELFAST EDUCATION AND LIBRARY BOARD COLLEGE OF TECHNOLOGY

Applications are invited from suitably qualified persons for the post of:

VICE-PRINCIPAL

This post is for an additional Vice-Principal to be responsible directly to the Principal for curriculum and related matters.

The College is at present Group 6, fourth quartile.

QUALIFICATIONS

Applicants must have degree or an equivalent professional qualification relevant to the work of the College. In addition applicants must have a minimum of ten years full time teaching experience in further/advanced further education with at least five years administrative experience as Principal Lecturer/Head of Department Grade III or above in a College of Further Education or an equivalent professional post in the field of further/higher education within a local education authority.

It will be an advantage for applicants to have substantial experience of curriculum and course development.

Further information and application forms may be obtained from the Chief Officer, Belfast Education and Library Board, Howard House, 1 Brunswick Street, Belfast BT2 7QA to whom completed applications should be returned not later than 12.00 NOON ON WEDNESDAY 30 SEPTEMBER 1987.

CANVASSING WILL DISQUALIFY

60983

COLLEGES OF FURTHER & TERTIARY EDUCATION

continued

Heads of Department

DURHAM

COUNTY COUNCIL
PETER LESTER
HEAD OF SCHOOL OF
SCIENCE/SENIOR
LECTURER

Required for 1st January, 1988. Applications are invited from persons with suitable qualifications for the post of Head of School of Science at Peterlee Tertiary College. The post is graded Senior Lecturer with a salary range of £19,615 to £24,820.

Further details and application forms on receipt of a stamped addressed envelope (S.A.E.) may be obtained from the Principal, Peterlee Tertiary College, Peterlee, Co. Durham NE20 1JY, returnable by Friday 2nd October 1987. 220018 (12767)

AVON COUNTY COUNCIL TECHNICAL COLLEGE DEPARTMENT OF FOOD AND BEVERAGE MANAGEMENT

Applications invited for the following post, due to commence 1 January 1988: SENIOR LECTURER IN FOOD AND BEVERAGE MANAGEMENT. The person appointed will be responsible for Food and Beverage Service teaching and the control of all food and beverage sales outlets in the department.

Evidence of previous success in course management and development is essential, together with the ability to teach to HND level. This challenging post offers many opportunities for an able enthusiastic person. Further details and application forms (to be returned by 3 October 1987) from Personnel Officer, Ashley Down, Bristol College, Bristol, returnable by Friday 2nd October 1987. 220018 (12767)

GLOUCESTERSHIRE COLLEGE OF ARTS & TECHNOLOGY

Department of Social and Scientific Studies

HEAD OF SCHOOL OF HOME ECONOMICS

Park Campus, Cheltenham

Post No. 9770022

Principal Lecturer Grade

(Salary within range £14,784-£18,458 (Bar) - £18,588 subject to review)

Applications are invited from suitably qualified candidates who have a wide enough experience to lead a team of staff in developing the School. The person appointed will be able to take a dynamic and entrepreneurial approach in any of the wide ranging subject areas of Home Economics. Previous applicants will be considered when selecting the shortlist of candidates for interview.

Department of Management and Business Studies

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Norfolk County Council

Norfolk College of Arts and Technology

Tennyson Avenue, King's Lynn, Norfolk PE30 2QW.

Principal: Clifford H. Dixon

Applications are sought from candidates of proven ability who have the necessary energy, potential and commitment to make significant contributions to the continued development of this responsive and expanding College of Technology.

SENIOR LECTURER

HEAD OF STUDY

HEALTH, CARING AND HOME ECONOMICS

Salary scale: £12,615-£14,820 p.a. (under review)

Ideally the person appointed should hold a specialist qualification related to health and caring studies.

Application forms and further details can be obtained from the Principal, Norfolk College of Arts and Technology, Tennyson Avenue, King's Lynn, Norfolk PE30 2QW. Closing date: 2nd October 1987.

Canvassing will disqualify.

Trade Union Membership encouraged.

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HEAD OF SCHOOL OF ELECTRICAL AND COMPUTING TECHNOLOGY - GRADE V (Ref: HOS 1)

Applications are invited from appropriately qualified persons to lead this developing School which is about to move into a £2 million New Technology Centre. Candidates should have industrial and/or teaching experience coupled with the energy, enthusiasm and vision to establish the School as a centre of excellence.

HEAD OF SCHOOL OF ART AND DESIGN - GRADE V (Ref: HOS 2)

Applicants must have good academic qualifications and should be established professionals in Art and Design. The School is housed in well resourced modern purpose-built accommodation (1984) which offers tremendous scope to develop the wide range of courses currently on offer. Experience/interest in the application of IT in Art and Design, including printing technology, would be an advantage.

HEAD OF LIBRARY AND LEARNING RESOURCES - SENIOR LECTURER (Ref: L1)

Applicants should preferably have experience in a Learning Resource Centre incorporating Library, audio-visual aids, reprographic and open learning facilities.

SALARY: HEAD OF SCHOOL GRADE V - £18,174 - £20,181 (pay award pending). SENIOR LECTURER - £12,815 - £14,820 - £16,873

Application forms and further details can be obtained from/returnable (as soon as possible) to Vice-Principal, (Resources), Blackburn College, Fiddlers Street, Blackburn BB2 1LH, on receipt of a STAMPED ADDRESSED ENVELOPE.

Closing date: 2nd October 1987

Lancashire County Council is an equal opportunities employer welcoming applications from all sections of the community.

60336



An Institution of Tertiary and Higher Education

BASILDON COLLEGE OF FURTHER EDUCATION

Nethermayne, Basildon (Tel. 289281)

HEAD OF DEPARTMENT OF GENERAL EDUCATION GRADE IV

Required for January 1988. Application form, to be returned by 2nd October, and further details from Principal.

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County Council

The Isle of Wight County Council Education Committee

in association with THE HOME OFFICE

EDUCATION OFFICER HM PRISON, ALBANY

Salary Scale: Burnham FE HoD I (Under Review)

CYNGOR SIR GWYNEDD COUNTY COUNCIL

ADRIAN ADDY8G
ADDY8G BELLACH

Coleg Technegol Gwynedd, Bangor
Yn oisau ar gyfer 1af Ionawr, 1988.
UWCH DDARLITHYDD MEWN
ASTUDIAETHAU BUSNES

I wellhau'r fel Arweinydd y Cyrsiau CAT/8 OGU a TGU mewn
Busnes a Chyllid. Cyflog yn unol â Graddfa Addysg Bellach
Burnham i Uwch Darlithydd - £12,815 - £14,820 gyda'r pwynt
dechrau yn dibynnu ar gymwysterau a phroffid cyflogau o dan
ystyriaeth.

**DARLITHYDD MEWN
ASTUDIAETHAU BUSNES**

Mae'r gallu i ddysgu Cyflog yn hantodol. Cyflog yn unol â Graddfa
Addysg Bellach Burnham i Darlithydd Graddfa Addysg Bellach
Burnham i Uwch Darlithydd - £12,815 - £14,820 gyda'r pwynt
dechrau yn dibynnu ar gymwysterau a phroffid cyflogau o dan
ystyriaeth.

Bydd gwybodaeth o'r Gymraeg yn fanteisio am y swydd uchod.
Ffurfiennol cae a manylion pellach oddi wrth y Prifathro, Coleg
Technegol Gwynedd, Ffordd Ffriddoedd Bangor. (Ffôn: Bangor
370125). Dyddiad cau - 5 Hydref, 1987.

EDUCATION DEPARTMENT
FURTHER EDUCATION

Gwynedd Technical College, Bangor

Required for 1st January, 1988:

**SENIOR LECTURER IN
BUSINESS STUDIES**

To act as Course Leader for BTEC HND and HNC in Business and
Finance. Salary in accordance with Burnham F.E. Scale for Senior
Lecturer - £12,815 - £14,820 with the commencement point
depending on qualifications and experience (salaries under
review).

LECTURER IN BUSINESS STUDIES

The ability to teach Accounting is essential. Salary in accordance
with Burnham F.E. Scale for Lecturer Grade II - £8,695 - £13,656
with the commencement point depending on qualifications and
experience (salaries under review).

Knowledge of Welsh will be an advantage for the above posts.

Application forms and further particulars from the Principal,
Gwynedd Technical College, Ffriddoedd Bangor. (Tel: Bangor
370125). Closing date - 5th October, 1987.

(0382)

Equal Opportunity Employer

Senior Lecturer in Management Studies

Suitable qualified and experienced applicants are
invited to apply for the above post which is vacant from
1st January 1988.

The successful applicant will be expected to teach a
range of management subjects, but an interest in Per-
sonnel Management would be an advantage.

Further details and forms available from the Prin-
cipal's Secretary, East Herts College, Turnford, Brox-
bourne, EN10 6AR 0692-466451.

Closing date for applications: Friday 30 September
1987.

03082

EAST HERTS COLLEGE

TURNFORD, BROXBORNE

Tel. Hoddessdon 466451

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

KILBURN POLYTECHNIC

Prory Park Road, Kilburn NW6 7UJ

DEPARTMENT OF ENGINEERING AND SCIENCE

Lecturer I in Chemistry

Ref: 87/23

Required from 1st January 1988 or earlier if pos-
sible.

An enthusiastic lecturer to join an active Depart-
ment currently developing new courses such as
Access and BTEC. The person appointed will be
required to teach on a range of courses up to 'A'
level (e.g. CPVE, GCSE, BTEC First and
National, and Access).

Salary: £6,843-£11,865 plus London Allowance
of £1,215.

Brent is an equal opportunities employer.
Applications are welcome from candidates,
irrespective of race, nationality, ethnic or
national origins, age, marital status, gender,
and from lesbians, gay men and disabled per-
sons.

Brent is fully committed to Multi-Cultural
Education.

Further particulars and an application form,
returnable within 14 days of this advertise-
ment may be obtained from the Principal on
receipt of a S.A.E.

0381

London Borough of
BRENT

STEVENAGE COLLEGE

Department of Youth & Community Services
Applications are invited from experienced and qualified Youth and
Community Workers to join a progressive department in the young
and exciting town of Stevenage.

Area Youth Worker

JNC 3d/4e £10,338-£12,270

(Subject to Review)

This is a key post in the development of youth work in the South
Stevenage. The provision of two new capital building projects
creates exciting possibilities for development in the area.
Experience in youth work development would be an advantage.

Youth Arts Worker

(Central Team)

JNC 3e £9,807-£10,829

(Subject to Review)

This newly created post will continue and develop the work already
started by a Gubbenkian funded project. Applicants should have an
understanding of Youth Arts Development and/or Community Arts,
together with a practical arts skill.

Youth & Community Worker

(Neighbourhood Team)

JNC 3b £9,774-£10,829

(Subject to Review)

Responsibility for two small clubs in the north of the town
combined with a special responsibility for the development of girls
work in the Neighbourhood Team. Experience in youth work
combined with a practical understanding of girls work essential.

Youth & Community Worker

(Central Team)

JNC 3a £9,807-£10,829

(Subject to Review)

Responsibility for youth work development with 11-14 year age
group together with the special responsibility for the development
of girls work across the activities of the Central Team.

The people appointed should be committed to anti-racist and anti-
racist youth work.

The County Council operates an INSTEP accredited Staff
Development Policy.

Further details and application forms from Robin Dillaway, Senior
Youth & Community Officer, Mosbury Centre, Webb Way,
Stevenage, Herts SG1 5PA. Tel: 0438 314958. Closing date 2nd
October 1987.

03874

**Hertfordshire
County Council**

An Equal Opportunity Employer

Education Committee
COLLEGE OF ARTS AND TECHNOLOGY
DEPARTMENT OF BUSINESS AND
COMMUNITY SERVICES
Re-Advertisement

Principal Lecturer in Business Management

Ambitious, enterprising graduate with professional or post
graduate qualifications and other relevant experience who wishes
to make a significant contribution to managing a large Department
with a unique range of courses.

Must be equally competent and interested in resource management
and curriculum development. An interest or experience in Leisure-
Related Industries is an advantage.

Applicants with any relevant subject discipline are encouraged to
apply.

For informal discussion please ring Tony Fielding (091) 273 8866
ext. 2481.

SALARY SCALE: £14,784 - £16,458 (£18,588) (pay award pending)
Application Forms and further particulars from the Personnel
Office, College of Arts and Technology, Maple Terrace, Newcastle
upon Tyne, NE4 7SA. Closing date 2.10.87.

City of Newcastle upon Tyne

This is an Equal Opportunity Advertisement.
Applicants are considered on the basis of their suitability for the post.
Applicants of ethnic origin, sex, religion, race, age, marital status, disability
qualified disabled applicants with B.I.D.O. support are guaranteed interview.

City of Newcastle upon Tyne

City of Newcastle upon Tyne

City of Newcastle upon Tyne

City of Newcastle upon Tyne

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City of Newcastle upon Tyne

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City of Newcastle upon Tyne

City of Newcastle upon Tyne

City of Newcastle upon Tyne

COLLEGES OF FURTHER AND TERTIARY EDUCATION CONTINUED

ilea Working in Education

Closing date for all posts is
2nd October 1987, unless
otherwise stated.
All full-time posts are
suitable for job share unless
indicated otherwise.

Vice Principals

HACKNEY COLLEGE

Vice Principal

£23,802 (Group 7 Upper)

Hackney College is a large
multi-site college serving a wide
area of North and East London
in the provision of general, pre-
vocational and vocational
education and training. For
some more specialised training
the College is also recognised
as both a regional and national
centre. Hackney is a well-
resourced college adapting
rapidly to changing needs and
at the same time delivering a
high quality service.

The College comprises of 8
departments grouped into three
facilities which meet the needs
of a multi-racial community.

We invite applications from
people with a proven record of
achievement at a senior
management level in further
education. This post is one of
two Vice Principals at the
College.

Application forms and
further details may be
obtained from the Clerk to the
Governors, Mrs A. Yarrow,
Hackney College, Keilan
House, 89 Mare Street,
E8 4RG. Tel: 01-585 9484
ext. 294. Please quote post no.
1002.

Lecturers

JOB SHARING. All posts
grade Lecturer 1 to Principal
Lecturer are suitable for job
share. Applications for job
share will only be considered
if submitted on a paired basis.
Registers of potential job
sharers are maintained for:
College by Karen Newbury,
PS/PH/OE OPS, Room 436,
The County Hall, London SE1
7PB.

SALARY SCALES include an
inner London allowance.
As a result of the Teachers'
Pay & Conditions Act 1987,
Burnham rates will be
replaced from 1st October.
The positions listed below
reflect present structures but
appointments will be made in
accordance with new
arrangements.

Associate Lecturers pro-
rata to the appropriate grade.
Lecturer 1 on an incremental
scale £9,056-£13,080 with a
starting point depending on
qualifications, training and
experience. Then to £13,278-
£14,871.

Lecturer II £9,810-£14,871.
Senior Lecturer £13,081-
£18,035 (Bar £17,088).

SOUTH THAMES COLLEGE
Wandsworth High Street,
SW18 2PP.

Department of Engineering
Design and Technology

Lecturer II

**Building
Engineering
Services**

To teach BTEC National
Certificate and Higher National
Certificate students.
Candidates must be qualified
Building Services Engineers
with some teaching experience
in Heating and Hot Water
Services or Ventilation and Air
Conditioning and an industrial
background.
Post Ref: DEDT/87-2.

Senior Lecturer

**Course Director
Secretarial and
Office Skills**

Required as soon as
possible. The Course Director is
responsible for the overall
management of all secretarial
and office skills courses, both
full time and part time. The
Department offers Medical
Secretaries, secretarial Studies,
Diploma in Office Procedures
and a large number of single
subject classes leading to
external examination.
Post No. 8652.

Further details and
application form may be
obtained by writing to the Vice
Principal (Staffing), marking
the envelope with the post
number or by telephoning
01-838 4171.

**Department of General
Studies**

Lecturer II

**Property
Valuation**

Required as soon as
possible to act as Course Tutor
for CPVE and teach Core Skills,
including Computer Studies.
Applicants must have
school/college teaching
experience and be familiar with
CPVE schemes and
regulations.

Post Ref: DOS/87-37.
Application forms and
further details obtainable from
the Principal's Secretary.
Please quote ref. number and
enclose SAE.

**CITY AND EAST LONDON
COLLEGE**
Burnhill Row, EC1Y 8LQ

Lecturer II

**Computing/
Information
Technology**

The College requires as
soon as possible an
enthusiastic and dynamic
person to work within the
College's Central Computer
Unit (CCU) services. The
successful candidate will
receive class contact hour
remission to manage various
aspects of the Unit's collection
of IBM hardware and
associated software. S/he will
have a particular responsibility,
together with the Senior
Lecturer in the CCU, for the
introduction and development
of all new software packages
required by all Departments
across the College.
Applications from candidates
willing to teach in an
interdisciplinary way for the
organisation and
development of the
Department's evening class
provision. Post No. 104.

**Department of Business
Studies**

Senior Lecturer

**Course Director
for Professional
Studies**

The Course Director is
responsible for the overall
management of all professional
courses in Insurance,
Accountancy, Banking,
Overseas Trade, Business
Access and part time.
Immediately. The Department
offers courses leading to
qualifications of the CII, IOB,
AAT, IFF and IOE.
Post No. 8634.

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Post No. 8634.

**Department of Business
Studies**

Senior Lecturer

TRESHAM COLLEGE

The following staff are required at this College from January 1988:

Lecturer II in Management Studies

The College requires a graduate and/or professionally qualified person to lecture in Management Studies. The area of work involved can be one of Marketing/Selling/Communications or Personnel/Organisation Studies or Production/Computing/Statistics. Applicants must have relevant business experience at a suitable level. The major lecturing commitments will be on the Diploma in Management Studies and the NEBSS courses offered at the College. Some lecturing will also be undertaken at Nene College, Northampton. Salary currently £8,950-£13,850 (under review).

Lecturer I in Plumbing

Applications are invited for a full-time member of staff to teach Plumbing up to Advanced Craft Certificate level. Candidates should also offer expertise in Heating & Ventilation and other relevant trade skills. Applicants should have appropriate industrial experience and qualifications in plumbing. Preference will be given to candidates with a teaching qualification.

Lecturer I Hearing Impaired

As part of the College's major commitment to students with special needs, an active and enthusiastic teacher is required to join our expanding support team. Candidates should be qualified teachers of the deaf and able to support hearing impaired students in a variety of subjects across the College provision. Lecturer Grade One Salary currently £8,943-£13,865 (under review). F.E. Conditions of Service will apply. The County Council welcomes applications regardless of racial or ethnic origin, sex, marital status or disability.

CLOSING DATE: Monday, 5th October, 1987.

For further details and application forms, please send a large S.A.E. to:

The Principal's Secretary, Tresham College,
St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

COLLEGES OF FURTHER & TERTIARY EDUCATION

HEREFORD AND WORCESTER COUNTY COUNCIL

REIDITCH COLLEGE

DEPARTMENT OF SECRETARIAL STUDIES

LECTURER GRADE I IN LITERATURE

Required as soon as possible to develop the secretarial and business studies and health education input into the College. The successful candidate will be responsible for teaching and supervising students in the secretarial and business studies and health education input into the College. The successful candidate will be responsible for teaching and supervising students in the secretarial and business studies and health education input into the College.

Further details and application forms may be obtained from the Principal, Reiditch College, 101, High Street, Hereford, Herefordshire, HR1 1AA. Tel: (0527) 63607.

CLOSING DATE: Monday, 5th October, 1987.

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The Principal's Secretary, Tresham College,
St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

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KENT COUNTY COUNCIL

EDUCATION DEPARTMENT

WORTHINGTON COLLEGE

LECTURER GRADE I IN LITERATURE

Required as soon as possible to develop the secretarial and business studies and health education input into the College. The successful candidate will be responsible for teaching and supervising students in the secretarial and business studies and health education input into the College.

Further details and application forms may be obtained from the Principal, Worthington College, 101, High Street, Hereford, Herefordshire, HR1 1AA. Tel: (0527) 63607.

CLOSING DATE: Monday, 5th October, 1987.

For further details and application forms, please send a large S.A.E. to:

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Telephone: (0533) 85383 ext. 205.

SEFTON METROPOLITAN BOROUGH

EDUCATION COMMITTEE

WORTHINGTON COLLEGE

LECTURER GRADE I IN LITERATURE

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Telephone: (0533) 85383 ext. 205.

CLOSING DATE: Monday, 5th October, 1987.

For further details and application forms, please send a large S.A.E. to:

The Principal's Secretary, Tresham College,
St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

WILTSHIRE SALISBURY COLLEGE

EDUCATION COMMITTEE

WORTHINGTON COLLEGE

LECTURER GRADE I IN LITERATURE

Required as soon as possible to develop the secretarial and business studies and health education input into the College. The successful candidate will be responsible for teaching and supervising students in the secretarial and business studies and health education input into the College.

Further details and application forms may be obtained from the Principal, Worthington College, 101, High Street, Hereford, Herefordshire, HR1 1AA. Tel: (0527) 63607.

CLOSING DATE: Monday, 5th October, 1987.

For further details and application forms, please send a large S.A.E. to:

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St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

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St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

HAMPSHIRE

WINCHESTER SCHOOL OF ART

Head of Department/Professor of History of Art and Design

A design or art historian is sought from January 1st 1988 to direct all theoretical and practical aspects of the School and to pursue an active policy of course development in design and art history. Salary: Head of Department: £15,450-£21,450 (under review).

Further details and application forms may be obtained from the Principal, Winchester School of Art, Park Avenue, Winchester, Hampshire SO2 1BL. Tel: (01294) 64558. Closing date for applications: 1st October 1987.

CLOSING DATE: Monday, 5th October, 1987.

For further details and application forms, please send a large S.A.E. to:

The Principal's Secretary, Tresham College,
St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

CLOSING DATE: Monday, 5th October, 1987.

For further details and application forms, please send a large S.A.E. to:

The Principal's Secretary, Tresham College,
St. Mary's Road, KETTERING, Northants NN16 7BS.
Telephone: (0533) 85383 ext. 205.

CLOSING DATE: Monday, 5th October, 198

Leisure Services/Youth and Community

Youth and Community Worker
£9,800-£13,000 p.a.

We require a qualified worker (male or female) at Aspley Youth and Community Centre, a large voluntary youth club located in the City of Nottingham and which forms part of the West Nottinghamshire Urban Team Family of Clubs. Applicants must have a knowledge of the voluntary sector and have a commitment to working with an enthusiastic management committee and colleagues within the Team. It is intended to expand and develop the present programme of evening youth work to provide a more meaningful programme for girls and to enable other sections of the community to be involved in the Centre.

Relocation expenses where appropriate.

For further information/informal discussion contact John Bridmore or John Boddy on Nottingham (0602) 474004.

Request for application form and job description should be made in writing to the Personnel Services Section, Leisure Services Department, Trent Bridge House, Fox Road, West Bridgford, Nottingham, accompanied by a self-addressed envelope. Closing date 2 October. Please quote ref: CB43/145.

An Equal Opportunity Employer.



Nottinghamshire County Council
County Hall, West Bridgford
Nottingham NG2 7QP

YOUTH & COMMUNITY
continued

WEST SUSSEX

COUNTY COUNCIL
DEVELOPMENT & COMMUNITY CENTRE
YOUTH & COMMUNITY WORKER

Salary: £9,000 - £12,600 p.a. (scale 1-5). 40 hours per week. Full-time position. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

Applicants are invited from suitably qualified persons for the above post. The person appointed will have the demanding but enjoyable task of leading and motivating a team of youth workers in the provision of a wide range of leisure and social activities for young people in the district. There are unique opportunities for developing an exciting programme of work, and the person appointed will be responsible for the provision of the Centre. The Centre is a large, modern building with a large hall, kitchen, and other facilities. It is situated in a pleasant area with easy access to public transport. The Centre is open from 4.30 pm to 10.00 pm, 7 days a week. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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EGYPT

Required October 1987. 10 Primary Teachers for primary schools in Cairo. Invited to apply for 6 weeks to 1 year post-exchange in Egypt. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

460000

EUROPE/USA

Modern Language teachers are invited to apply for 6 weeks to 1 year post-exchange in Europe. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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ITALY

Anglo-Italian Association Bologna. Invited to apply for 6 weeks to 1 year post-exchange in Italy. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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THE TIMES EDUCATIONAL SUPPLEMENT 18.9.87

OVERSEAS POSTS
continued

ITALY

ST. GEORGE'S ENGLISH SCHOOL

Italy. Invited to apply for 6 weeks to 1 year post-exchange in Italy. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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KENYA

MOMBASSA. Invited to apply for 6 weeks to 1 year post-exchange in Kenya. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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PAKISTAN

Invited to apply for 6 weeks to 1 year post-exchange in Pakistan. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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460000

OMAN

Invited to apply for 6 weeks to 1 year post-exchange in Oman. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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PERU

COLEGIO SAN SILVESTRE

Invited to apply for 6 weeks to 1 year post-exchange in Peru. Package includes: excellent salary, free accommodation, travel, return airfare, excellent food, and a minimum 4 weeks teaching experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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Kalgoorlie College

KALGOORLIE
WESTERN AUSTRALIA

Kalgoorlie College is a self governing, State Government funded institution responsible for servicing education needs of the Eastern Goldfields. Services include Higher, Technical and Further Education and Post Secondary courses as well as secondary level and leisure programmes.

The College has two important vacancies at this time: Head of Department Business and Lecturer in Computing.

SCHOOL OF BUSINESS
AND GENERAL STUDIESHEAD OF
DEPARTMENT
BUSINESS

The successful applicant will be Head of the Department of Business within the School of Business and General Studies. Some teaching in one or more of the areas of Accounting, Law, Management, Secretarial Practice or Commercial Studies will be required.

Applicants should have teaching and administrative experience in Technical and Further Education or Advanced Education, a wide knowledge of commercial office procedures gained from business experience, and hold a higher degree relevant to Business Studies.

Applicants are expected to be able to establish sound community relationships and to develop innovative educational programmes in response to the needs of local industry in the region. The successful applicant will be expected to take up duties early in 1988. A salary of \$40,873 is offered.

SCHOOL OF TECHNOLOGY

LECTURER
IN COMPUTING

Computing Graduates are invited to apply for one-year teaching contracts in Kalgoorlie, Western Australia.

The Computing Department offers a wide range of courses, including Elementary Introductory courses, Further Education Diploma courses, Bachelor of Education (Computing), and Higher Education Graduate Diplomas in both Programming and Computer Education. Also a Bachelor Applied Science (Computing) is being implemented.

College hardware includes a PDP-11/44, four teaching laboratories of microcomputers (BBC, NEC APC3, Microbee 128, IBM PC), a CAD/CAM centre (NEC APC4), and a wide range of terminals and micros servicing the College's administrative requirements.

Languages taught include BASIC, COBOL, Pascal, Modula 2, Prolog, C, Fortran. Packages taught include Wordstar, Word-It, dBase, Multiplan, Knowledgebase, VP Info, VP Planner, VP Expert, Prodesign, VP Graphics. The College has numerically controlled machine tools.

Candidates will be expected to hold appropriate graduate qualifications in computing, and preferably also a teaching qualification. They will be interviewed in at least two of the languages and packages mentioned above, and willing to become proficient in other areas as required.

The appointment will be made from February 1988, or as soon as possible thereafter, within the lecturer salary of \$28,000-\$37,188 depending on qualifications and experience.

Both positions are contract for one year in the first instance, but satisfactory performance could lead the College to sponsor for permanent visa.

Conditions of service include six weeks annual leave and sick leave. Single and family accommodation is available.

Kalgoorlie is a booming goldmining town, 400 miles from Perth, with a warm, dry climate and has facilities for most sports and hobbies. It is serviced by air, road and rail. The College has many lecturers from the United Kingdom.

Further information may be obtained from Mr H M Kowalik, Head of School - Business and General Studies for the Head of Department position or from Mr R Spragg, Head of the Computing Department concerning the lecturing position on Telephone (090) 212133, or address as below. The College Fax number is (090) 214880.

Applications, which close on September 30, should include a curriculum vitae and the names of three referees, and are to be addressed to:—

The Director
Kalgoorlie College
PMB 22

KALGOORLIE WESTERN AUSTRALIA 3430

ANGLO-CHINESE SCHOOL
founded in 1886

Anglo-Chinese School, one of the leading schools in Singapore and established for 101 years is looking for a

PRINCIPAL

to pioneer its new Independent School unit. The candidate we are looking for must be dynamic, highly self motivated, mature and able to demonstrate strong leadership qualities. The ability to lead and motivate a team of teachers will be essential to lay the firm foundations of a newly Independent School.

He should be a Christian as ACS is a Methodist Institution founded on Christian principles embodied in the life and teachings of Jesus Christ.

Applicants who have occupied senior positions in a tertiary or secondary educational institution are invited to send in their applications together with a detailed curriculum vitae, expected remuneration, and a non-returnable photograph to the following person and address by not later than 9th October 1987: The Chairman, Search Committee, The ACS Board of Governors, c/o Anglo-Chinese Junior College, 25 Dover Close East, Singapore 0511.

Where necessary, preliminary interviews could be arranged to be conducted in the countries of the shortlisted candidates who are not residents of Singapore.

(50953)

Overseas
Appointments

BELGIUM

THE BRITISH SCHOOL OF BRUSSELS
Requires, for January 1988, a **PRIMARY TEACHER** to co-ordinate the teaching of Primary Science.

The British School of Brussels is a day school for 150 pupils, 5-11 years, in the heart of Brussels. The school is a member of the Association of Schools in Belgium. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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CALIFORNIA

English teacher with experience in teaching English as a second language. Must have a degree in English and a minimum 5 years' experience. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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CHANEL ISLANDS

STATES OF JERSEY EDUCATION COMMITTEE
HAUTLEU SCHOOL 14-18 HIGH SCHOOL
(N.O.R. 440)

A GRADUATE TEACHER OF COMMERCE/ECONOMICS - HEAD OF DEPARTMENT

MAJOR PROFESSIONAL GRADE - 1st CLASS
SALARY RANGE: £13,530 - £18,840
(SUBJECT TO REVIEW FROM 1.6.87)

CLOSING DATE: MONDAY 5th OCTOBER, 1987

Further information available from: Director of Education, P.O. Box 142, St. Helier, Jersey, Channel Islands, JE1 1ST. Tel: 01473 21000.

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U.S.A.

SOCIAL THEORY AND COMPARATIVE HISTORY PROGRAM
UNIVERSITY OF CALIFORNIA, DAVIS

The University of California at Davis has been developing an interdisciplinary program of research and teaching in Social Theory and Comparative History. We seek a scholar with a strong background in the history of ideas and a commitment to research in social theory. The position is full-time and involves teaching and supervising graduate students. For further details contact: Mr. J. Crawley, Leisure Services, Crawley, West Sussex BN1 1AA. Tel: 01293 450000.

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MATHS/ PHYSICS TEACHERS

High tax-free salaries

British Aerospace has an immediate requirement for qualified teachers to give tuition in Mathematics and Physics, including basic electronics, to Royal Saudi Air Force students training to be pilots or aircraft technicians. Candidates appointed will be working in well-equipped educational facilities as part of our large British expatriate staff.

These are excellent opportunities for experienced teachers to earn high salaries, which will be tax-free, subject to completing at least one year's service in Saudi Arabia.

Applications are invited from UK citizens, aged 28-50, holding Physics, Maths or Engineering degrees and post-graduate Certificate of Education. A minimum of 3 years' experience in teaching Mathematics and/or Physics is required, and candidates should ideally have experience as Examiners or have spent at least one year in research or industry.

In addition to the **high tax-free salary**, successful applicants will receive free accommodation, messing and medical care, and other benefits, including travel-paid UK leave.

Please apply in writing, giving brief details of experience, quoting reference 076/TES to: The Personnel Officer, Saudi Arabia Support Dept., FREEPOST, British Aerospace PLC, Military Aircraft Division, Warton Aerodrome, Preston, Lancs PR4 1LA or telephone Preston 834317.

BRITISH AEROSPACE

MINISTRY OF DEFENCE
SERVICE CHILDREN'S EDUCATION AUTHORITY
British Forces Germany Youth ServiceYouth Worker
Appointments
JNC Level Two points 2-10

Following recent promotions within the BFG Youth Service The Ministry of Defence invites applications from full-time professionally qualified and experienced Youth and Community Workers for a number of posts which will shortly become vacant in Germany.

The British Forces Germany Youth Service provides for the social, educational and leisure needs of the children of military and attached civilian personnel serving with the British Army of the Rhine. The successful candidates will form part of 50 full-time Youth Service staff covering Northern Germany, but will work in area teams and will have responsibility for their own youth centres. There is a full-time Training and Staff Development Officer and the Service is committed to a comprehensive programme of Staff Development conforming to INSTEP guidelines. A knowledge of German is desirable but not essential. Ability to drive is essential.

The vacancies will occur at Hohn, RAF Laarbruch and Verden.

SALARY will be in accordance with JNC Level Two plus London Allowance of £1,215. FOREIGN SERVICE ALLOWANCE: A tax free allowance is payable. SUPERANNUATION: The post is superannuated under the Teachers' Superannuation Scheme. ACCOMMODATION will be provided rent-free. DURATION OF ENGAGEMENT: Initially for 3 years, renewable by mutual consent.

The Civil Service is an equal opportunity employer. Requests for an application form and further details should be made to: CM(S) 142b, Room 8104, St. Christopher House Southwark Street, London SE1 0TD or by telephone on: 01-921-2074.

The closing date for completed application forms is 5 October 1987.

Intending applicants are invited to contact the Chief Youth Officer: Mr David Escott, for informal discussions (Tel 0049-2161-473176). NOTE: This is a German phone number.



King Fahd University of Petroleum & Minerals

DHAHRAN - SAUDI ARABIA

Needs

teaching staff (Lecturers and Teachers) for the following departments of the University for the academic year 1988-89, starting from 1st September, 1988:

(1) MECHANICAL ENGINEERING
PREPARATORY WORKSHOPS

Lecturers to teach in any of the following subjects:

Graphics (Geometrical & Engineering Drawings), Sheetmetal fabrication, Automotive Mechanics, Woodworking and Basic Electrics. Any combination of these subjects would be an advantage.

Applicants should have good teaching and industrial experience and hold Teacher or Technical Certificates.

(2) DEPARTMENT OF CIVIL ENGINEERING

Lecturers to teach the following subject:

"Engineering Drawing"

Candidates should have relevant experience both in teaching and in industry and be qualified to HNC/HND level.

(3) PHYSICAL EDUCATION SPECIALISTS

Well qualified teachers with additional recognized coaching awards in Badminton, Basketball, Track and Field (athletics), Soccer, Tennis and Swimming.

The University offers attractive salary and benefits which are tax-free.

Send resumé with supporting documents to:

Dean of Faculty & Personnel Affairs
King Fahd University of Petroleum & Minerals
Dhahran - 31281/Saudi Arabia

TEACHERS FOR SAUDI ARABIA

Tax Free Salaries plus Attractive Benefits

Cable and Wireless, the worldwide telecommunications Group, has established a nationwide telecommunications network for the Saudi Arabian National Guard. Training is an integral part of the project at the National Guard's well-equipped training school where theoretical and practical telecommunications skills are taught.

We have vacancies immediately and later in 1987/early 1988 for EFL and MATHS/SCIENCE teachers to teach small groups of National Guardsmen.

EFL TEACHERS
The ideal candidates will have a background of U.K. Comprehensive and overseas Secondary schools experience. Preference will be given to teachers who have taught in the Arab world or other Islamic countries.

The ability to teach absolute beginners and to produce effective materials at elementary level are essential components of the job.

Qualifications should include a suitable degree, P.G.C.E. or recognised TEFL qualification.

Applicants are also invited from Cert. Ed. qualified teachers with the relevant experience.

(Ref: 870/71)

SCIENCE/MATHS TEACHERS

You should hold a suitable degree in Physics and/or Maths together with a teaching certificate and have several years Comprehensive schools experience. Overseas experience would be an advantage but is not essential. (Ref: 802/77)

For all positions we offer renewable contracts of approximately 15 months on single status; a tax free package, paid partly in Sterling and partly in local currency; competitive expatriate conditions that include free board and lodging and other facilities; three home leave periods during the contract and all air fares paid. Applicants should be male and hold a valid British passport.

Please telephone us on 01-405 4800 (24 hrs) or write for an application form to: The Recruitment Manager, Cable and Wireless plc, Mercury House, Theobalds Road, London WC1X 8BX, quoting the appropriate reference.



Helps the world communicate

MIDLAND EXAMINING GROUP
GENERAL CERTIFICATE OF SECONDARY EDUCATION

Further details of the above posts and application forms may be obtained from: The Oxford and Cambridge Schools Examinations Board, Cambridge Office, 10 Trumpington Street, CAMBRIDGE. CB2 1QR.

Details from:
The Secretary, University of London School Examinations

Home Exchange Holidays

**VICTORIA
& ALBERT
MUSEUM**
THE NATIONAL MUSEUM
OF ART AND DESIGN

1. *Journal of the American Medical Association*, 1997; 277: 1039-1043.

(0222); 820232.

100-442100-1000

Birmingham B19 2TF

**St. Mary's College,
Strawberry Hill,**

**FAIRTHORNE MANOR, Y.M.C.A. NATIONAL CENTRE,
CURDRIDGE, SOUTHAMPTON SO3 2GH.**